

POWELL'S LANGUAGE SERIES
PART I.

How to WALK



PHILADELPHIA
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POWELL'S LANGUAGE SERIES.—PART I.

HOW TO TALK;

OR,

PRIMARY LESSONS

IN THE

ENGLISH LANGUAGE.

ILLUSTRATED WITH OVER 200 ENGRAVINGS.

39
109-26
BY
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SUPERINTENDENT OF SCHOOLS, AURORA, ILL.



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PREFACE.

THE value of right formation as compared with reformation is nowhere more noticeable than in acquiring accurate and ready use of one's own language.

The systematic work of training children to speak correctly and to exercise care in the arrangement of their thoughts should be begun earlier than is now done in most courses of English. This belief has grown with close observation and careful experiment during twenty years of school supervision; it has been strengthened by criticisms of the literary and secular press on the results obtained by the present system, as well as by criticisms and suggestions of the educational press on the same subject; and it has been confirmed by the testimony of many superintendents of schools and teachers of English.

An English sentence appropriate to the expression of child-thought presents no difficulty in the way of correct construction that the child cannot be made to meet and master. It is therefore unjust to the child, while professing to educate him, to abandon him during the formative part of his life to the uncertainties of his own undirected and (in this particular) untrained observation, to the chance that he will imitate correct rather than incorrect speech, or to the adventitious promptings of an occasional sensitive teacher.

The purpose of this book is to guide the young learner in the correct use of language at the time when he is acquiring a vocabulary and forming habits of speech.

Completing an expression partly made ("sentence building"); supplying a word of proper form ("filling a blank"); telling the relations and forms of the words in the sentence ("parsing"); pointing out the kinds of elements in the sentence and explaining their uses ("analysis"); correcting errors,—all these are useful in making the pupil thoughtful and careful, and for testing his knowledge of forms, their meanings and uses, but are of little value for fixing habits of correct speech. Such habits are attainable only by the exercise of expression wholly one's own.

"One does not learn to fence without a sword.
One does not learn to ride without a horse."

—*Friedrich Bodenstedt.*

A knowledge of forms, their meanings and their relations is necessary to an intelligent, correct use of language. The development of this knowledge, however, should be followed by much practice in original expression. Much of such work is provided in this book.

One may use correct language and yet not talk well. The expression of associated thoughts depends for its beauty and value quite as much on a natural and methodical arrangement of the several thoughts as on the agreement and proper arrangement of the words forming each sentence. Exercises for methodical seeing and thinking, demanding expression correspondingly methodical (Compositions), are provided, in easy gradation, throughout the book.

Correct pronunciation is an embellishment of speech. Therefore lists representing classes of words commonly mispronounced are given. If these are used as intended, much may be done toward fixing the habit of correct pronunciation. The use of the dictionary may be taught also, and the pupils be trained to the habit of using it.

This book is not a compilation merely; it is not an invention: it has grown in the school-room, and is the result of many years of effort in training children to talk. It is confidently believed that the kinds of work given will commend themselves to all who appreciate the difficulties of teaching correct speech; that the partitioning and arrangement of the work are at once natural, easy and logical; and that each kind of work will be found to bear like relation to the whole, that the difficulty to be met bears to the sum of the difficulties in the way of correct speech.

While reading the Second and Third Readers pupils can readily master everything given in this book. Those reading intelligently in the First Reader may begin it with profit.

MISS E. J. TODD, Training Teacher in the Aurora Schools, has given invaluable aid in the preparation of the book. Each lesson has been proved by her, in class exercise, to be a necessary step in the succession, and to belong where it is here found.

PROF. T. H. CLARK, Principal of the Aurora High School, has assisted in the verbal preparation of the book and in reading the proof sheets.

Many of the illustrations are from original designs, and most of the others have been taken, by permission, from Monroe's excellent Series of School Readers.

AURORA, ILLINOIS, May 1. 1882.

SUGGESTIONS TO TEACHERS.

1. LET none of the work be omitted.
2. See that the pupil does the work.
3. Let every exercise be oral first, then written.

4. Make this a companion book of the Reader used by the pupil. Instead of requiring the child to copy lessons from the Reader, let him make original lessons and write them, as called for in this book. A correct original paragraph, though small, is a more valuable educational product than a folio of correct copy.

5. Work for originality of expression. Your test will be variety of expression. Variety of expression is evidence of individual development and of good teaching. A written reproduction by a class, characterized by a sameness of expression, must be taken as evidence of "rote work," which in turn is evidence of the lowest grade of teaching.

6. Before the child is permitted to make a composition (oral or written), be sure that he understands the subject. You may know by having him state it. Do not allow him to talk unless he can state the subject; otherwise, he will not know "what he is talking about." Let his effort be so to represent the subject by words that the hearer may understand it also. See that the child understands that such must be the purpose of his work. This will develop judgment in the selection of the parts that make the whole, as well as in the order of presenting them.

7. The test of your success will be the ability of the child, not to repeat laws and definitions, but to talk correctly and methodically about any subject that he comprehends.

Let me show you what I mean. A boy ten years old who read intelligently in the Third Reader, but who had had no training in seeing, thinking and arranging, wrote the following composition, suggested by the picture:



I see a boy and a girl and a cradle and a chair and a doll and a table in this picture. The boy has a hat on and the girl is kneeling on the floor. The doll is in the cradle and the boy has a cane under his arm. The chair is behind the boy. The hat is too big for him. I think it is his father's hat. I can't tell what that is on the table. The boy has something in his left hand.

Another boy of the same age, no better scholar, as indicated by grades, promotions, books, merit cards, etc., but who had been trained in seeing, thinking and arranging, wrote on the same subject at the same time as follows:

The subject of this picture is "Playing Doctor."

A boy with a very large hat on his head and a cane under his arm is standing by the side of a cradle with a doll in it.

A bare headed girl is kneeling on the opposite side of the cradle and is looking up into the boy's face, as if asking him if he thinks the doll is very sick. The boy is leaning over and talking to the girl. I think he is telling her the doll will be all right in a few days.

There is a table at the right of the girl and a small chair behind the boy.

I think these children are having lots of fun.

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HOW TO TALK.

Lesson I.

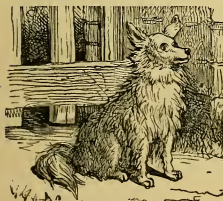
Nouns and their Forms.

The word **cat** is the name of this animal.

The form of the word that means more than one is **cats**.

The name **cat** means but one, and is the **singular form**.

The name **cats** means more than one, and is the **plural form**.



The word **dog** is the name of this animal.

The form of the word that means more than one is **dogs**.

What form is the name **dog**?

What form is the name **dogs**?

What form is the name **hat**?

The name hat is the _____.

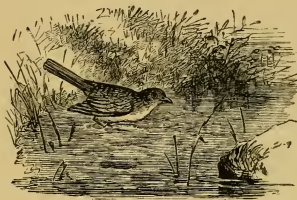
What form is the name **hats**?

The name hats is the _____.



What is the plural form of the name **rat**?

is the plural form of the name rat.



What is the name of this animal?

is the name of this animal.

What is the plural form of this name?

is the plural form of bird.

Definition: A name is a noun.

Write the plural forms of these nouns:

cow	book	slate	desk
squirrel	apron	scarf	toy
roof	animal	monkey	shoe
hat	dog	rat	frog
girl	noun	pencil	lamp

Write the singular forms of these nouns:

pictures	robins	pianos	hands
clocks	goats	rabbits	zeros
mittens	cloaks	weeks	cuffs
skates	boots	trees	birds
bats	mats	stars	nouns

What is added to the singular form to make the plural form?

How is the plural form of these nouns made?

Write and learn the following:

Law: The plural form of most nouns is made by adding **s** to the singular form.

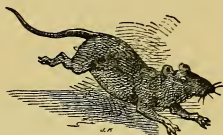
Lesson II.

Verbs.

The rat runs.

What word tells what the rat does?

The word _____ tells what the rat does.



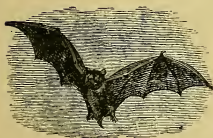
The word **runs** is an **action word**.

The boy hops.

What word tells what the boy does?

What is the word **hops**?

The word hops is an _____.



What does the bat do?

The bat _____.

What is the word **flies**?

The word flies is an _____.

Write and learn the following:

Definition: A word that expresses action is a **verb**.

Use an action word in each of the following blanks:

A cat _____	Cats _____
A horse _____	Horses _____
A duck _____	Ducks _____

<i>A bird</i> _____	<i>Birds</i> _____
<i>A rat</i> _____	<i>Rats</i> _____
<i>A cow</i> _____	<i>Cows</i> _____
<i>A squirrel</i> _____	<i>Squirrels</i> _____

Write twenty words that express action.

Nothing adds more to the beauty of speech than correct pronunciation.

In the following lists are words that are often pronounced incorrectly. Pattern words, in **bold type**, are given to show how to pronounce the other words.

Pronounce the words carefully and distinctly.

Drill yourself on each list until correct work is a habit.

List for Pronunciation. I.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **ö** as heard in the word **clock**. Give it five times. Put this sound into each of the following words. Pronounce the list rapidly :

ö	ö	ö	ö
clock	gone	office	log
sod	cotton	fog	cough
soft	not	borrow	hod
cloth	dog	cobweb	frog
wrong	bottle	on	moss

Composition I.

(ORAL.)



What does this picture represent?

1. *This picture represents a boy and a girl making a garden.*

Where is the girl?

2. *The girl is kneeling on the ground.*

What is she doing?

3. *She is looking at a paper of small black seeds which she holds in her hands.*

Where is the boy?

4. *The boy stands in front of the girl.*

What has he in his right hand?

5. *The boy has a spade in his right hand.*

What is he doing?

6. *He is leaning toward the girl and pointing to the seeds with the fore-finger of his left hand.*

What is behind the boy?

7. Behind the boy is a large watering-pot.

What is back of the girl?

8. Back of the girl is a bench on which are several pots of plants.

Unite the second and third answers, omitting unnecessary words.

The girl is kneeling on the ground looking at a paper of small black seeds which she holds in her hands.

Unite the fourth and fifth answers, omitting unnecessary words.

The boy stands in front of the girl, and has a spade in his right hand.

A Description of a Picture.

Making a Garden.

This picture represents a boy and a girl making a garden.

The girl is kneeling on the ground looking at a paper of small black seeds which she holds in her hands. The boy stands in front of the girl, and has a spade in his right hand. He is leaning toward the girl and pointing to the seeds with the fore-finger of his left hand.

Behind the boy is a watering-pot.

Back of the girl is a bench on which are several pots of plants.

Composition II.

(ORAL.)

driving	toward
between	thumb
several	chisel
facing	turned
strike	heavy
hammer	nails



What does this picture represent?

What is the position of the girl? What is she doing?

Where is the boy? What is he about to do? With what is he about to strike the nail?

What are on the floor near the boy?

What is back of the girl?

Describe this picture.

Composition III.

(ORAL.)

arrow

bow

knee



shooting

rests

mark

What does this picture represent?

What is the position of the boy?

What has the boy in his hands? In what position are the bow and arrow? Where is the tree?

Describe this picture.

Composition IV.

(ORAL.)

pillow
holds
stool
talking
lies
sits



Describe this picture.

Composition V.

(ORAL.)

narrow
rolling
braid
beneath



edge
fancy
buckle
crown

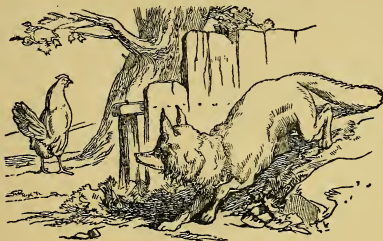
What kind of crown has this hat? What kind of rim has it? How is the edge of the rim finished?

What is around the crown? Where is the band fastened? Beneath what is it fastened?

Describe this hat. Place your own hat on the desk and describe it.

Lesson III.

The Sentence.



I look at this picture and think.

This is what I think :

The fox wants the hen.

I look at the picture again and tell what I think :

The hen does not see the fox.

I look again and express my thought :

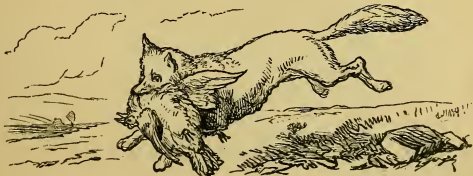
The fox will get the hen.

What have I expressed each time after looking at the picture?

What have I used to express a thought?

Write and learn the following:

Definition: The expression of a thought by words is
a sentence.



The fox has caught the hen.

He will eat the hen.

What is each of the above? Why?

With what kind of letter is the first word of each sentence begun?

Find ten sentences in this book.

What kind of letter do you find at the beginning of each sentence?

How should the first word of each sentence begin?

Write and learn the following:

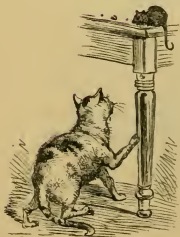
Law: The first word of every sentence begins with a capital letter.



Write ten sentences suggested by this picture.

Lesson IV.

The Asking Sentence.



What is this cat watching?
Does the mouse hear the cat?
Will the cat catch the mouse?
What food does the cat eat?

What is each of the above? Why?
What does each sentence do?
What kind of sentence is each? Why?

Write and learn the following:

Definition: A sentence that asks a question is
an asking sentence (INTERROGATIVE SENTENCE).

Did the cat catch the mouse?

With what does she hold the mouse?

What kind of claws has the cat?

What kind of teeth has the cat?

What kind of sentences are the above? Why?

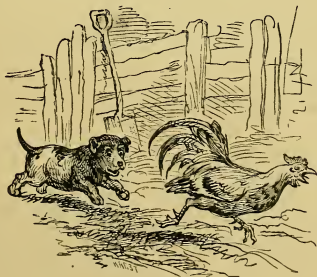
With what does each close?

Find ten asking sentences elsewhere in this book.

With what is each closed?

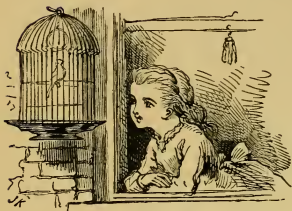
Write and learn:

Law: Every asking sentence closes with a question-
mark (INTERROGATION-POINT).



Write five asking sentences suggested by this picture.

Lesson V.

The Telling Sentence.

Lucy has a bird.

The bird is in a cage.

The little girl is
watching the bird.

The bird can sing.

Each of the above sentences tells something.

What kind of sentences are they? Why?

Write and learn:

Definition: A sentence that tells something is
a telling sentence (DECLARATIVE SENTENCE).

This little bird is yellow.

Lucy feeds the bird every morning.

She bought the bird of a poor girl.

The girl and the bird are happy.

What kind of sentence is each of the above? Why?

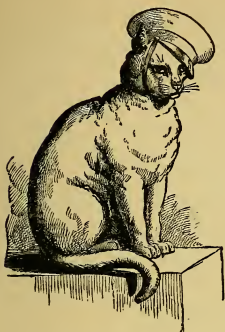
With what is each sentence closed?

Find ten telling sentences elsewhere in this book, and tell
how each is closed.

Write and learn:

Law: Every telling sentence closes with a period.

Write five telling sentences suggested by the picture on p. 10.



Write five telling sentences and five asking sentences suggested by these pictures.

Lesson VI.

The Commanding Sentence.

Rover, hold this top in your mouth.



Bring it to me.

Do not drop it.

What does each of the above sentences express?

What kind of sentences are they? Why?

Write and learn :

Definition: A sentence that expresses a command is
a commanding sentence (IMPERATIVE SENTENCE).

Willie, take your slate.

Write five asking sentences.

Begin each sentence with a capital letter.

Close each sentence with an interrogation-point.

What kind of sentences are the above? Why? With what is each closed?

Find ten commanding sentences in this book.

How is each closed?

Write and learn :

Law: Every commanding sentence closes with a period.

Write five commanding sentences suggested by the first picture on page 18.



Write five commanding sentences, five telling sentences and five asking sentences suggested by this picture.

Lesson VII.

The Exclaiming Sentence.

O, see the boy
ride the goat!

What a strange
pony that is!

See! he tries to
throw the boy off!

"Oh! I shall
fall!"



Hark! did you hear that cry of fear?



What a large top the
boy has!

See him spin the top!

How happy he looks!

"What a nice plaything
I have!"

Did you hear that ex-
pression of joy?

What kind of feeling does each of the above sentences
express?

Feelings of surprise, joy, fear and sorrow are called
emotions.



O dear! O dear!
I have lost my
doll!

Poor doll! I fear
I cannot get her
again!

Oh! oh! what
shall I do!

Listen! some one
is coming!

Hurrah! it is
Frank!

Frank! Frank!
see my doll!

Tell the kind of emotion expressed in each of the above sentences.

Write and learn:

Definition: A sentence that expresses emotion is
an exclaiming sentence (EXCLAMATORY SENTENCE).

See what a large soap-bubble I have made!

How it floats in the air!

What bright colors it has!

What kind of sentences are the above? Why?

With what does each close?

Find ten exclaiming sentences. How is each closed?

What do the words **O dear!** **Poor doll!** **Oh!** **Listen!** **Hurrah!** and **Frank!** express?

What kind of words are they? What mark do you find after each?

Find ten exclamations, and tell how each is closed.

Write and learn :

Laws: Every exclaiming sentence closes with an exclamation-point.

Exclamations that are not sentences close with exclamation-points.

The word **●** is always a capital.

Drill.

Go into the garden.

Pick as nice a rose as you can find.

O, what a pretty rose this is !

Do you see the moss on the bud ?

I know mamma will like this rose.

Ah me ! who has done this ?

Hurrah ! hurrah ! it is snowing !

The boy has cut his foot.

How the blood flows !

Alas ! I cannot help the boy !

Will you do something for him ?

What kind of sentence is each of the above ? Why ? How is each closed ? Why ?

What marks after the words **Ah me**, **Hurrah** and **Alas** ? Why ?

What kind of emotion is expressed by each exclaiming sentence ?

Turn to pages 20 and 23. Write three sentences of each kind suggested by each picture.

Write a description of each picture found on pages 13, 15 and 16.

Lesson VIII.

How to Use Is, Are, Was and Were.

The boy is good.

In the above sentence what word is used to assert *good* of the noun **boy**?

The boys are good.

In the above sentence what word is used to assert *good* of the noun **boys**?

The girl is small.

The girls are small.

The robin is a bird.

The robins are birds.

The bird is singing.

The birds are singing.

Read the sentences that tell about one object.

Read the sentences that tell about more than one object.

What word is used to assert *small* of **girl**? *bird* of **robin**? *singing* of **bird**?

Is the word **girl** in the singular or the plural form? What form is **robin**? **bird**?

What form, then, is the word **is**?

What word is used to assert *small* of **girls**? *birds* of **robins**? *singing* of **birds**?

What form is **girls**? **robins**? **birds**?

What form is the word **are**?

With what form of the noun must the word **is** be used?

With what form of the noun is **are** used?

Use **is** with a noun in the singular form.

Use **are** with a noun in the plural form.

The boy was good.	The boys were good.
The rabbit was eating.	The rabbits were eating.
The horse was lame.	The horses were lame.
The girl was hungry.	The girls were hungry.

Read the sentences that tell about one object.

Read the sentences that tell about more than one object.

What word is used to assert *good* of **boy**? *eating* of **rabbit**? *lame* of **horse**? *hungry* of **girl**? *good* of **boys**? *eating* of **rabbits**? *lame* of **horses**? *hungry* of **girls**?

With what form of the noun is **was** used?

With what form of the noun is **were** used?

Was is used with a noun in the singular form.

Were is used with a noun in the plural form.

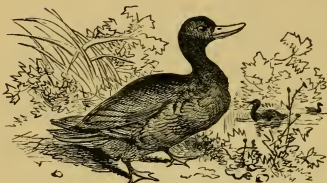
Never use **is** or **was** with a noun in the plural form.

Never use **are** or **were** with a noun in the singular form.

Use **is**, **are**, **was** or **were** in each of the following blanks:

1. *The cat* ____ *white.*
2. ____ *the dogs black?*
3. *Where* ____ *my books?*
4. ____ *the horses running?*
5. *The fives* ____ *lost.*
6. ____ *the horses stolen?*
7. ____ *the pictures injured?*
8. *Where* ____ *John and Frank?*
9. *The boys* ____ *late.*
10. ____ *the girls late?*

Lesson IX.

*How to Use **Has** and **Have**.*

A duck has a broad bill.

In the above sentence what word is used to assert?

Ducks have broad bills.

In the above sentence what word is used to assert?

The horse has a mane.	Horses have manes.
Cows have horns.	The cow has horns.
The boy has a book.	The boys have books.
The girls have apples.	The girl has an apple.

Read the sentences that tell about one object.

Read the sentences that tell about more than one object.

What word in each sentence is used to assert?

What is the word **has**? **have**?

What form is the noun **horse**? **cow**? **boy**? **girl**?
horses? **cows**? **boys**? **girls**?

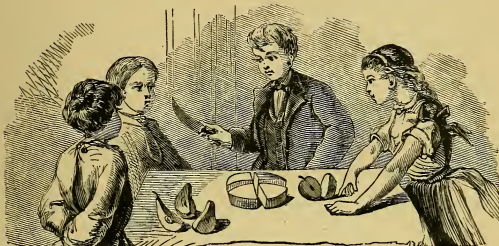
With which form of the noun is **has** used?

With which form of the noun is **have** used?

Write five sentences suggested by the picture on page 29, using in each sentence the verb **has**; five, using the verb **have**.

Lesson X.

Some Verbs that do not Express Action.



The piece looks small.

The pieces look small.

The boy seems happy.

The boys seem happy.

The girl appears pleased.

The girls appear pleased.

Read the sentences that tell about one object.

Read the sentences that tell about more than one object.

What word is used to assert *small* of **piece**? *happy* of **boy**? *pleased* of **girl**?

What form is **looks**? **seems**? **appears**?

What word is used to assert *small* of **pieces**? *happy* of **boys**? *pleased* of **girls**?

What form is **look**? **seem**? **appear**?

With what form of the noun is **looks** used? **seems**? **appears**? **look**? **seem**? **appear**?

appears

looks

smells

tastes

feels

sounds

seems

Write twenty sentences, using in each sentence one of the above verbs with a noun in the singular or plural form.

Definition: A word that expresses action or makes an assertion is a **verb**.

Lesson XI.

Plural Forms of Nouns.

an ax three axes one bench two benches
a brush many brushes one glass several glasses

What is added to the singular forms of these nouns to make the plural forms?

How are the plural forms of these nouns made?

With what does each singular form end?

How many syllables in the singular form? in the plural form?

Write and learn:

Law: The plural form of a noun ending in **s, sh, ch** or **x** is made by adding **es** to the singular form.

Spelling Exercise.

Singular Form.	Plural Form.	Singular Form.	Plural Form.
ax	axes	church	churches
box	boxes	inch	inches
fox	foxes	watch	watches
dish	dishes	dress	dresses

Use each of the above words in a sentence that is long enough to show that you understand the use of the word.

Fill each of the following blanks with one of the above nouns:

1. *Is the _____ full of water?*
2. *The _____ were stolen.*
3. *The _____ have been washed.*
4. *Are the _____ sharp?*
5. *Were the _____ sharp?*
6. *Where are the _____?*

Lesson XII.

Plural Forms of Nouns (Continued).

Singular Form.	Plural Form.	Singular Form.	Plural Form.
man	men	woman	women
foot	feet	tooth	teeth
goose	geese	mouse	mice

How is the plural form of these nouns made?

Explain the plural of each noun.

EXAMPLE: *The plural form of goose is made by changing the oo of the singular to ee.*

Write and learn:

Law: The plural forms of some nouns are made by changing one or more letters within the singular forms.

What is the plural form of the word **ox**? of the word **child**?

How is the plural form of the word **ox** made?

How is the plural form of the word **child** made?

Use each of the above words in a sentence that is long enough to show that you understand the use of the word.

Fill each of the following blanks with one of the above nouns:

1. An ____ draws a load.
2. The ____ wash the dishes.
3. Are the ____ of the ____ united by a web?
4. Are the ____ going to school?
5. The ____ gnaws.
6. Have you caught three ____?
7. Has the ____ yoked the ____?

Lesson XIII.

Nouns Having Only One Form.

ashes	shears	clothes	snuffers
eaves	thanks	billiards	trousers
bellows	tongs	measles	vespers
scissors	riches	victuals	nuptials

The above nouns have no singular form, and are used only in the plural.

Commit to memory the above list.

Use each of the above words in a sentence that is long enough to show that you know the meaning of the word.

Fill each of the following blanks with a verb:

1. *The ashes _____ in the ash-pan.*
2. *The measles _____ prevailing in town.*
3. *The clothes _____ washed in the suds.*
4. *The scissors _____ new.*
5. *The shears _____ blades.*
6. *His clothes _____ new.*
7. *The tongs _____ near the stove.*
8. *_____ the scissors on the table?*
9. *Where _____ the bellows?*
10. *_____ the victuals good?*
11. *The boy and the girl _____ come.*
12. *The trees _____ _____ by lightning.*
13. *The red apples _____ sweet.*
14. *How happy the girls _____!*

Lesson XIV.

Practice in Changing Forms.

So change the following sentences that each noun shall be in the plural form and each verb shall agree with its noun. Observe closely the spelling of each form :

A cat mews and purrs.

A duck has a broad bill.

A boy plays and works.

Has a mouse sharp teeth ?

The book, slate, vase and box are on the table.

A robin is on a branch of the tall tree:

The tree was struck by lightning.

The horse is a beautiful animal.

A bird lays eggs.

Our cow was lost in the woods.

A lion and a tiger roar, a horse snorts, neighs and whinnies, a mule brays, a cow lows, a hog grunts, a lamb bleats, a dog barks, growls, howls, yelps and whines, a cat purrs and mews, a hen cackles, a quail whistles, a turkey gobbles, a duck quacks, a goose hisses, a frog croaks and a bee buzzes.

So change the following sentences that each noun shall be in the singular form and each verb shall agree with its noun :

Children go to school.

The men and women have gone home.

Where are my books and pencils ?

Have you seen the muffs, cuffs and scarfs ?

Camels carry burdens.

The foxes were caught in the traps.

Lesson XV.

Practice in Changing Forms (Continued).

Change the forms of all the nouns in the following sentences, and make the necessary changes in the verbs. Observe closely the spelling of each form:

The face of the clock is broken.

The boys eat peaches, apples, oranges and plums.

The lesson is written on the board.

The oxen are in the pastures.

The children are playing and the men are mowing.

Fill the following blanks:

1. *Cows and horses* _____ *hoofs.*

2. *The scissors* _____ *broken.*

3. *The shears* _____ *under the table.*

4. *The girl* _____ *to school.*

List for Pronunciation. II.

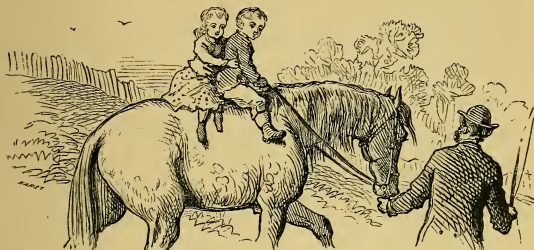
(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **ū** as heard in the word **pure**. Give it five times. Put this sound into each of the following words. Pronounce the list rapidly:

ū	ū	ū	ū
pure	duty	mule	new
dewlap	knew	blue	blew
few	tune	glue	pupil
tulip	flute	July	music
beauty	Susan	dew	tube
suit	nubia	puny	June

Lesson XVI.

The Proper Noun.



The particular name of this horse is Prince.

The particular name of this boy is Ned.

The particular name of this girl is Jessie.

The particular name of this man is John.

Definition: A particular name is a **proper noun**.

What is the particular name of the State in which you live?
of the county? of the town?

What is the particular name of this month? of this day?
of this season of the year?

What is the particular name of each holiday?

What is the particular name of the nearest river? of the
nearest lake? of the nearest city?

What is the particular name of your sister? of your brother?
of your aunt? of your uncle?

Little Mary Brown and her brother Charles live in the city of New York. They spend the months of July and August with their aunt Susan in the country.

Their aunt gives them permission to go into the woods to pick berries every Tuesday. Tabby and Fido go with them.

Name the proper nouns in the above sentences, and tell why you call them proper nouns.

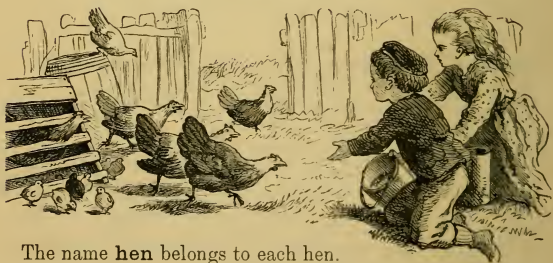
With what kind of letter is each begun?

Find ten proper nouns in this book. With what kind of letter is each begun?

Law: Every proper noun begins with a capital letter.

Lesson XVII.

The Common Noun.



The name **hen** belongs to each hen.

To how many chickens does the name **chicken** belong?

To how many children does the name **child** belong?

To how many pails does the name **pail** belong?

To how many objects does the name **object** belong?

Definition: A name that belongs to each of all of the same kind is a **common noun**.

Drill.

Write twenty common nouns.

Fill each of the following blanks with a proper noun :

1. *The _____ lies east of the United States.*

2. *He will go to _____ the first _____ in _____.*

3. *The 25th of _____ is _____.*

4. _____ is the President of the _____.

5. *The names of the months are _____, _____, _____, _____, _____, _____, _____, _____, _____ and _____.*

6. *St. Louis is situated on the west side of the _____.*

List for Pronunciation. III.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **ä** as heard in the word **far**. Give it five times. Put this sound into each of the following words. Pronounce the list rapidly.

ä	ä	ä	ä
far	path	arm	star
halves	taunt	charm	launch
guard	charcoal	palm	calves
laugh	psalm	haunt	aunt
haunch	calm	hearth	balmy
farther	gape	jaunty	half
balm	jaundice	papa	laundry
embalm	varnish	salve	calf
mamma	lathing	are	jaunt

Lesson XVIII.

The Possessive Form.

Mary's lamb is white.

Whose lamb is it?

What word in the sentence tells whose lamb it is?

What is the girl's name?

Look at the words **Mary** and **Mary's**.

What is the difference between the two words? Of what word is **Mary's** a form?

James's basket is in his hand.

That is the boy's whip.

What is the use of the word **James's**? of the word **boy's**? What is the difference between the words **James** and **James's**? between the words **boy** and **boy's**? Of what word is **James's** a form? Of what word is **boy's** a form?

Definition: The form of the noun that shows ownership is the **possessive form**.

Find ten nouns that are in the possessive form.

The girl's book is on the boy's desk.

The duck's bill is broad.

The man's hat is on the table.

How many girls own the book? How many boys own the desk? How many ducks own the bill? How many men own the hat?

What form is **girl's**? **boy's**? **duck's**? **man's**?

How is each of the above possessive singular forms made? Find five nouns in the possessive singular form, and tell how each is made.

Law: The possessive singular form is made by adding the apostrophe (') and the letter **s** to the ordinary singular form.

Write the possessive singular of the following nouns:

cat	rabbit	fox	James	Kate
dog	squirrel	John	horse	Charles
cow	rat	bird	child	duck

Use each of the above words in the possessive singular form in a sentence that is long enough to show that you understand the use of the word.

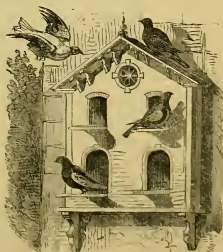
This house is the birds' home.

The swallows' nests are under the eaves.

To how many birds does this house belong?

The nests belong to how many?

Whose home is it? Whose nests are they?



What form is **birds'**? Of what noun is it a form?

What form is **swallows'**? Why? Of what noun is **swallows'** a form?

How are the above possessive plural forms made?

Find five nouns in the possessive plural form, and tell how each is made.

The man sells men's boots and children's shoes.

What form is **men's**? Of what word is **men's** a form?

What form is **children's**? Of what word is **children's** a form?

How are the above possessive plural forms made?

In how many ways is the possessive plural written? When is only the apostrophe added? When are the apostrophe and **s** added?

Write and learn:

Laws: The possessive form of an ordinary plural noun that ends in **s** is made by the addition of an apostrophe.

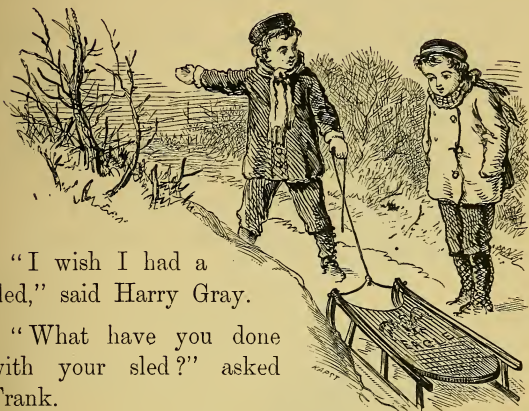
The possessive form of a plural noun ending in any other letter than **s** is made by adding an apostrophe and **s**.

Write the possessive singular and the possessive plural of the following nouns, and use each in a sentence:

fox	boy	girl	cow	squirrel
robin	child	woman	goose	crane
horse	duck	man	ox	mouse
hen	week	dog	rat	louse
tooth	eagle	cat	pig	doll

Lesson XIX.

Quotations.



"I wish I had a sled," said Harry Gray.

"What have you done with your sled?" asked Frank.

"My sled is broken. May I play with your sled?"

"Yes," said Frank. "Come with me, and you may ride down the hill."

What did Harry say? What did Frank say?

What are you doing when you give the exact words that Harry used? that Frank used?

When you say what others have said, you use borrowed words.

Definition: Words that are borrowed or copied are called **quoted words**, or **quotations**.

"Faith," said little Fanny, "will you go with me

to-morrow to pick berries?" Faith answered, "If mother is willing, I will go." Faith ran to her mother and exclaimed, "Mother! mother! may I go with Fanny to-morrow?"

Read the words that are quoted. Read the words that are not quoted.

What are used to show that the words are quoted? Find five sentences that contain quoted words. What are there to show which words are quoted? What do these little marks show? What are they called? Where are they placed? How are they made? What are quotation-marks?

Law: Enclose borrowed words or sentences in quotation-marks.

Composition VI.

(ORAL AND WRITTEN.)



heavy body
coarse hair
broad head
hollow horns
short legs
cloven hoofs
vegetable food

THE COW.

Of what is this a picture? What kind of body has the cow? With what is it covered? What kind of head has the cow? What kind of horns?

Describe the legs, the feet and the tail.

What does the cow eat? Of what use is the cow?

Write a description of the cow.

Composition VII.

(ORAL AND WRITTEN.)

desert
countries
merchandise
awkward
hump
coarse
shaggy
padded
nails

**THE CAMEL.**

Where is this animal found? Of what use is the camel?
What kind of body has the camel? With what is it covered?
Describe the legs and the feet. Why can the camel rest on
its knees?

Write a description of the camel.

Composition VIII.

(ORAL AND WRITTEN.)

graceful
pointed head
branching horns
vegetable food



solid horns
naked muzzle
slender legs
cloven hoofs

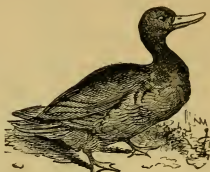
THE DEER.

Write a description of the deer.

Composition IX.

(ORAL AND WRITTEN.)

boat-shaped
oily feathers
broad
short



web-feet
insects
grain
worms

THE DUCK.

What is the name of this bird? Of what shape is the body?
With what is the body covered?

Describe the bill. Describe the legs. Where are the legs placed? Describe the feet of this bird.

What does the duck eat? Why is the duck called a swimmer?

Write a description of the duck.

Composition X.

(ORAL AND WRITTEN.)

heavy body
feathers
weak wings
small head
strong neck
thick



curved
bill
stout
curved claws
insects
scratches

THE HEN.

Of what is this a picture?

Describe the body, head, bill, neck, tail and legs of the hen.

How many toes has the hen? How are the toes arranged?

What does the hen eat? How does the hen obtain its food?

Of what use is the hen?

Write a description of the hen.

Composition XI.

(ORAL AND WRITTEN.)

slender body

graceful

fur

short tail

oval head

long ears

fore legs



shorter

hind legs

chisel-shaped

gnaws

burrows

vegetable

timid

THE RABBIT.

Where is the rabbit found? How large is the rabbit? Of what color is the rabbit? What kind of body has the rabbit? With what is it covered? Describe the tail. Describe the head. What kind of front teeth has this animal? What does the rabbit eat? Why is this animal called a gnawer?

Write a description of the rabbit.

List for Pronunciation. IV.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **ö** as heard in the word **frock**. Give it five times. Put this sound into each of the following words:

ö	ö	ö	ö
frock	object	nostril	modern
novel	torrid	morrow	nod
what	sob	sock	swan
lobster	wasp	horrid	lottery
gossip	wad	model	lobster
hobby	squash	hovel	horror
nonsense	pod	lot	hog

Lesson XX.

How to Use A and An.

a book

a vase

an inkstand

an album

an apple

a slate

a lady

a girl

an orange

an organ

an ivy

an organist

an owl

a duck

a crane

an urn

a picture

a rug

Of what is this a picture? Where is the table? What are on the table?

_____ vase, _____ inkstand, _____ apple, _____ album, _____ slate and _____ book are on the table.

Who are near the table?

_____ lady sits by the table, and _____ girl sits near her.

What is the lady doing?

She is giving _____ orange to the little girl.

What is on the right side of the room, at the right of the window?

On the right side of the room is _____ man playing on _____ organ.

What is one who plays on _____ organ called?

He is called _____ organist.

What is in the bay-window?

In the bay-window is _____ urn filled with plants.

What are on the left side of the room?

_____ book-case full of books is on the left side of the room. On the book-case are _____ crane, _____ duck and _____ owl.

Fill each of the following blanks with **a** or **an**:

1. Frank has _____ apple, _____ box and _____ egg.
2. I saw _____ ox draw _____ load.
3. Has the girl _____ apron?
4. Ann wears _____ apron over _____ old dress.
5. There is _____ elm tree in the front yard.
6. The boy has _____ oval frame and _____ iron ring.

What is the first letter in the word **apple**? Pronounce the word. Put the word **a** before it. Put the word **an** before it. Which sounds the better? With what letter does the word **ear** begin? Pronounce the word. Put the word **a** before it. Put the word **an** before it. With what letter does the word **ivy** begin? the word **orange**? the word **uncle**?

With what letters do the words **apple**, **ear**, **ivy**, **orange** and **uncle** begin?

*The letters **a, e, i, o** and **u** are vowels.*

The other letters are consonants.

What little word is used before words beginning with a vowel?

What little word is used before words beginning with a consonant?

Laws: Before words that begin with a vowel-sound use **an**.

Before words that begin with a consonant-sound use **a**.

A few words beginning with a vowel do not have the sound of a vowel at the beginning.

Use **a** before the word **one**. Why? Use **a** before **unit** and **uniform**. Why? Use **a** before **ewe**. Give the reason.

Use **an** before the word **hour**. Give the reason. Use **an** before the word **herb**. Why?

Written Work.

Put **a** or **an** before each of the following words, and use each in a long sentence:

apple	ant	ivy	orchard
awl	earl	hand	ox
apron	echo	overshoe	table
book	leaf	oak	onion
child	elephant	object	hour
angle	eight	chicken	herb
knife	eel	elk	acorn
act	desk	overseer	ewe

open book	upper story	honest boy
iron ring	ice-cream dish	odd toy

Write a description of the picture on page 46.

List for Pronunciation. V.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **oo** as heard in the word **noon**. Give it five times. Put this sound into each of the following words. Pronounce the list rapidly :

oo	oo	oo	oo
noon	rude	boot	tooth
root	poor	true	whose
move	moon	brute	soon
loose	hoof	rumor	truth
bouquet	roof	rule	croup
hoop	prove	cool	ruin
broom	food	tool	tour
room	ooze	choose	goose

Lesson XXI.

How to Use This, That, These and Those.

this book	that toy	this sort
these books	those toys	that sort
this kind	that kind	these children
these pictures	those pictures	those children

With what form of the noun is the word **this** used? the word **that**? the word **these**? the word **those**?

What form is **this**? **that**? **these**? **those**?

Write and learn :

Use the word **this** or **that** with a noun in the singular form.

Use the word **these** or **those** with a noun in the plural form.

Never use **this** or **that** with a noun in the plural form.

Never use **these** or **those** with a noun in the singular form.

Never use **them** for **these** or **those**.

Fill each of the following blanks with **this**, **that**, **these** or **those**, or with a verb :

1. ____ *kind of apples* ____ *sour*.

2. ____ *girls* ____ *playing*.

3. *Did you see* ____ *boys skating on the pond?*

4. *Do you like* ____ *sort of pears?*

5. ____ *pupils read in* ____ *kind of books, and*
____ *pupils read in* ____ *kind.*

6. ____ *dolls belong to Mabel.*

7. *May I have one of* ____ *kind of apples?*

8. *Will you lend me* ____ *pencils?*

9. ____ *kind of pencils is better than* ____ *kind.*

10. ____ *children gave* ____ *flowers to me.*

11. ____ *oranges* ____ *sweet.*

12. ____ *books* ____ *mine.*

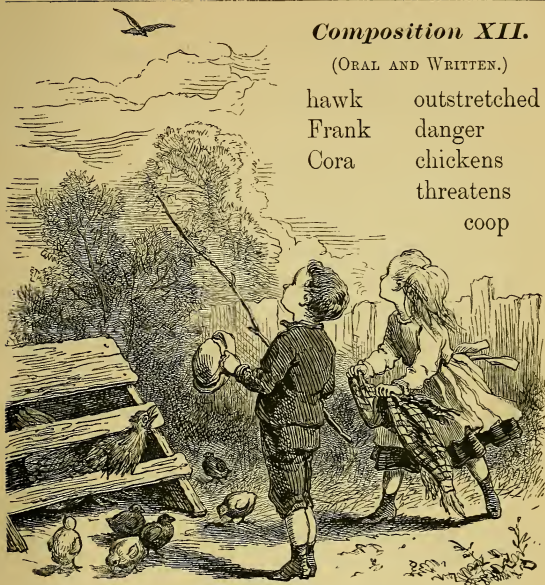
If you are not careful, you will say, "These kind" and "Those kind." Can you tell why? What should you say? Give the reason.

This and **these** are used in speaking of objects that are near. **That** and **those** are used in speaking of objects that are more distant.

Composition XII.

(ORAL AND WRITTEN.)

hawk	outstretched
Frank	danger
Cora	chickens
	threatens
	coop

***A Description of a Picture.***

What does this picture represent?

Where is the hen? What is she doing? What does she see? Why is her mouth open? Where are the chickens?

Where is the boy? What has he in his left hand? in his right hand? What is he doing? What is he ready to do if the hawk comes near the chickens?

Where is the girl? What has she in her hands? What is she about to do with the shawl?

THE DEFENDERS.

This picture represents a boy and a girl defending a hen and chickens from a hawk.

The hen has thrust her head out between the slats

of the coop and is looking at a large hawk which is flying in the air. Her mouth is open and you can almost hear her scream for help. The chickens are outside the coop searching for food and do not seem to know of the danger that threatens.

The boy stands near the coop with his hat in one hand and a long stick in the other, ready to strike the hawk if he comes near the chickens.

The girl is at the right of the boy. She is looking at the hawk and running toward the coop to cover it with a shawl which she holds in her outstretched hands.

The Story which the Picture Suggests.

What is the name of the boy? of the girl? What were they doing one day? Where were they playing?

Where were the chickens, and what were they doing? What did Frank and Cora do? What did they see? What do you think they said?

What did Frank do? What did Cora do?

What was Frank's way of defending the chickens? What was Cora's way? What do you think the hawk did?

THE DEFENDERS.

One day Frank and Cora were playing near the coop where they kept their speckled hen with her six chickens.

The chickens were outside the coop searching for food. Suddenly the children were startled by the scream of the hen. She had thrust her head out between the slats of the coop and was looking toward the sky. Frank and Cora looked in the direc-

tion in which the hen was looking and saw a large hawk flying in the air. "A hawk! a hawk! He wants our chickens! He shall not get them!" they exclaimed.

Frank found a long stick and went near the coop. There he stood with the stick in his hand, watching the hawk closely and ready to strike him if he should come near the chickens. Cora watched the hawk and ran toward the coop to cover it with a shawl which she held in her hands.

Frank would protect the chickens by destroying the enemy. Cora thought of protecting the chickens by making them safe from the attack of the enemy.

The hawk, seeing the hen and chickens so well defended, flew away.

Let each pupil write a story that is suggested to him by the foregoing picture, using the questions as a guide for seeing and thinking.

List for Pronunciation. VI.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **oo** as heard in the word **book**. Give it five times. Put this sound into each of the following words:

oo

book

look

pull

cushion

crooked

good

oo

cooper

footstep

foot

stood

shook

full

oo

hood

wood

forsook

took

bush

push

oo

wool

hook

cook

rook

understood

wooden

Composition XIII.

(ORAL AND WRITTEN.)



What does this picture represent?
Write a description of this picture.

The Story which the Picture Suggests.

Name this boy and this girl.

What did _____ have for a birthday present? What kind of doll was it? What did she call her doll? Where did she take her doll one day? What happened? How did the little girl feel? What did she do? Whom did she call? What do you think she said to her brother _____?

What did _____ do? What do you think he said to _____? Did they get the doll? What was the condition of the doll after being in the water?

What do you think _____ mother said to her? What promise do you think the girl made?

Tell the story suggested by the foregoing picture, using the questions as a guide for seeing and thinking.

Composition XIV.

(ORAL AND WRITTEN.)

Fanny extended
 picture Belle
 sitting swing
 ready
 push
 doll



swinging
 extended
 shade
 oak
 pushed
 doll

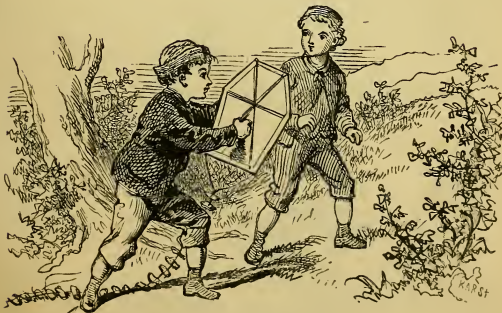
Write a description of this picture.

Tell the story suggested by this picture.

THE SWING.

Composition XV.

(ORAL AND WRITTEN.)



Write a description of the above picture, and tell the story suggested by it.

Be careful about the order of seeing and thinking.

Composition XVI.

(ORAL AND WRITTEN.)

**MAKING PIES.**

Kate
pies
dough
sticks

John
mud
bake
fire

Write a description of this picture. _____

Tell the story suggested by this picture.

Composition XVII.

(ORAL AND WRITTEN.)

post
fence



jumping
barking

Write a description of this picture.

Tell the story suggested by this picture.

List for Pronunciation. VII.

(DRILL EXERCISE: TWO MINUTES LONG.)

Give the sound of **ă** as heard in **far**. Shorten it. Make it very short. Make it as short as possible. Put this exact sound into each word in the list:

ă	ă	ă	ă
ask	plaster	grant	glance
pass	demand	mass	pastor
glass	advance	pasture	mast
dance	France	slant	graft
clasp	blast	staff	lance
master	cast	class	prance
gasp	enchant	chance	grass

Lesson XXII.

The Present Form and the Past Form of the Verb.

Time to come is . . . future time.

Time now is present time.

Time gone is past time.

I draw a line now.

Does the above sentence represent present time, past time or future time?

He draws a line now.

What time is expressed in the above sentence?

He drew a line yesterday.

What time is expressed in the above sentence?

We see a fish. He sees a fish.

What time is expressed in the above sentences? What one word in each sentence expresses the time?



They saw a fish.
She saw a fish.

What time is expressed in the above sentences? What one word in each sentence expresses the time?

They sing a song. She sings a song.
They sang a song. He sang a song.

What time is expressed in the first sentence? in the second? in the third? in the fourth?

What one word in each sentence expresses the time?

They do their work well.
She does her work well.
You did your work well.

What time is expressed in the first sentence? in the second? in the third?

What one word in each sentence expresses the time?

You throw a ball.
He throws a ball.
He threw a ball.

What time is expressed in each sentence? What one word in each sentence expresses the time?

What time is represented by the word **draw**? **see**? **sing**?
do? **throw**? **drew**? **saw**? **sang**? **did**? **threw**?

What is the past form of **draw**? **see**? **sing**? **do**? **throw**?

What is the present form of a verb?

What is the past form of a verb?

What are the present forms of the verb **saw**? **did**? **threw**?
drew? **sang**?

Present Forms.		Past Form.	Present Forms.		Past Form.
do	does	did	sing	sings	sang
draw	draws	drew	throw	throws	threw
see	sees	saw			

Fill each blank with one of the above verbs:

1. *John _____ a picture yesterday.*
2. *The boy _____ a bucket of water.*
3. *He _____ Mabel in Chicago.*
4. *I _____ a book on the table.*
5. *He _____ his work well.*
6. *She _____ the work an hour ago.*
7. *She _____ her examples at ten o'clock.*
8. *Yesterday the boy _____ a stone.*
9. *Harry _____ the ball in the school-room.*
10. *The lady _____ in the choir.*

Lesson XXIII.

The Complete Form of the Verb.

The boys have drawn lines on their slates.

In the above sentence what words express the action performed by the boys? Which is the chief word? Which is the helper?

The boy has drawn a line.

What words in the above sentence express the action performed by the boy? Which is the chief word? Which is the helper?

The boy had drawn lines before he came to school.

What words express the action performed by the boy? Which is the chief word? Which is the helper?

The word **drawn** is a form of the word **draw**, used with a helper to show a completed action, and to distinguish it from the other forms we will call it the **complete form** of the verb.

The boys have drawn lines on their slates.

Read the above sentence, and omit the helping word.

You see this means nothing. It is not a sentence.

What form is **drawn**?

The complete form of the verb is helpless, and must have aid to express what is desired.

You may call this form of the verb the **complete form** or the **helpless form**.

Write and learn the forms of the verb **draw**:

Present Forms.	Past Form.	Complete Form.
draw draws	drew	drawn

With which form are **have**, **has** and **had** used? Why?

Write and learn:

With **have**, **has** and **had** use **drawn**.

Never use **drew** with **have**, **has** or **had**.



You have thrown a ball.
He has thrown a ball.
He had thrown the ball
before you came.

Read the above sentences, and omit the helping words. What form is **thrown**? Why?

Write and learn the forms of the verb **throw** :

Present Forms.		Past Form.	Complete Form.
throw	throws	threw	thrown

With which form are **have**, **has** and **had** used? Why?

Write and learn :

With have, has and had use thrown.

Never use threw with have, has or had.

The forms of the verb **grow** are:

Present Forms.		Past Form.	Complete Form.
grow	grows	grew	grown

Make a sentence with each word in the present form. Make a sentence with the past form.

They have grown tall.

She has grown tall.

She had grown tall.

Read the above sentences, and omit the helping words. What form is **grown**? Why?

With which form are **have**, **has** and **had** used? Why?

Write and learn :

Laws: With have, has and had use the complete form of the verb.

Never use the past form of the verb with have, has or had.

Write and learn :

Present Forms.		Past Form.	Complete Form.
blow	blows	blew	blown
fly	flies	flew	flown
grow	grows	grew	grown
know	knows	knew	known
throw	throws	threw	thrown

Use each of the verbs in list on page 61 in a sentence that is long enough to show that you understand the use of the word.

Fill each blank with one of the verbs in same list:

1. *The wind* ____ *yesterday.*
 2. *The wind has* ____ *to-day.*
 3. *Have the boys* ____ *the whistle?*
 4. *He* ____ *his lesson.*
 5. *Had he* ____ *it, he would have told you.*
 6. *The plant has* ____.
 7. *Have you* ____ *a ball?*
 8. *Has she* ____ *tall?*
 9. *Has the bird* ____ *away?*
 10. *The bird* ____.
-



Write five sentences suggested by this picture, using the forms of the verb **fly**.

Composition XVIII.

(ORAL AND WRITTEN.)



Tell the story suggested by this picture, using the forms of the verbs **blow** and **throw**.

Composition XIX.

Tell the story suggested by the picture on page 13, using the forms of the verbs **grow** and **know**.

Lesson XXIV.**Forms of Verbs.**

The forms of the verb **break** are:

Present Forms.	Past Form.	Complete Form.
break breaks	broke	broken

Write ten sentences suggested by this picture, using the forms of the verb **break**.

With which form are **have**, **has** and **had** used? Why?



Write and learn the following :

Present Forms.		Past Form.	Complete Form.
break	breaks	broke	broken
bear	bears	bore	borne
cleave	cleaves	clove	cloven
speak	speaks	spoke	spoken
steal	steals	stole	stolen
swear	swears	swore	sworn
tear	tears	tore	torn
tread	treads	trod	trodden
weave	weaves	wove	woven
wear	wears	wore	worn

Use each of the above verbs in a sentence that is long enough to show that you understand the use of the verb.

Fill each of the following blanks with one of the above verbs :

1. *Has he _____ a stick?*
2. *Have you _____ the pencils?*
3. *Has he _____ his new hat?*
4. *The thief has _____ the horse.*
5. *Anna has _____ her blue dress.*
6. *She _____ it on a nail.*
7. *You have _____ those words correctly.*
8. *Have you _____ to her about it?*
9. *Has the man _____ the carpet?*
10. *She _____ the carpet last week.*
11. *The boy _____ his new hat.*
12. *Did you _____ John's slate?*
13. *John's brother _____ it?*
14. *Have you _____ your book?*
15. *The boy _____ to his dog.*

Do you see that bird in the tree? She has a nest there with four eggs in it.

Did you see her weave the nest?



Do you think these bad boys will steal the nest?

I think that bad boy is trying to get the nest.



See what they have done!

They have stolen the nest and broken the eggs.



Stealing birds' nests leads to quarreling.

They have stolen the nest, broken the eggs and torn their clothes.



The small boys' mother saw them as they quarrelled and fought. She speaks to them about their conduct, and tells them it is wrong to steal and quarrel.

Describe each picture, using the forms of the verbs **wear**, **tear**, **steal** and **break**.

Lesson XXV.

Forms of Verbs (Continued).

The forms of the verb **write** are:

Present Forms.		Past Form.	Complete Form.
write	writes	wrote	written



Write ten sentences suggested by this picture, using the forms of the verb **write**.

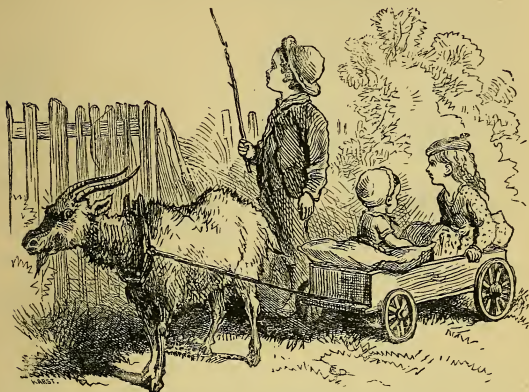
With which form are **have**, **has** and **had** used? Why?

Write and learn:

Present Forms.		Past Form.	Complete Form.
write	writes	wrote	written
drive	drives	drove	driven
rise	rises	rose	risen
ride	rides	rode	ridden
strive	strives	strove	striven
smite	smites	smote	smitten
bite	bites	bit	bitten or bit
chide	chides	chid	chidden or chid
hide	hides	hid	hidden or hid
slide	slides	slid	slidden or slid

Composition XX.

(ORAL AND WRITTEN.)

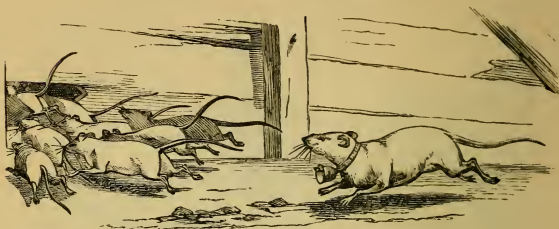


Tell the story suggested by this picture, using the forms of the verbs **rise**, **drive** and **ride**.

Fill each blank with one of the verbs in list on page 66 :

1. James ____ early. They ____ early yesterday.
2. You have ____ to school every morning.
3. He ____ behind the bushes.
4. You have ____ three letters to-day.
5. Has he ____ the black horse this week?
6. He ____ through the streets.
7. Charles ____ to his cousin yesterday.
8. She ____ to school on her brother's sled.
9. The man has ____ the black horses.
10. Have you ____ after the white horse?
11. The boys ____ on the ice to-day.
12. The mad dog has ____ his master.

Lesson XXVI.

Forms of Verbs (Continued).

The forms of the verb **ring** are :

Present Forms.		Past Form.	Complete Form.
ring	rings	rang	rung

Write ten sentences suggested by this picture, using the forms of the verb **ring**.

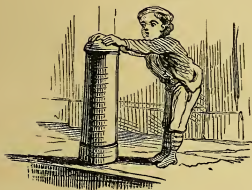
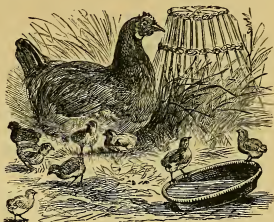
With which form are **have**, **has** and **had** used? Why?

Write and learn :

Present Forms.		Past Form.	Complete Form.
sing	sings	sang	sung
begin	begins	began	begun
drink	drinks	drank	drunk
ring	rings	rang	rung
run	runs	ran	run
sink	sinks	sank	sunk
swim	swims	swam	swum
spring	springs	sprang	sprung

Use each of the above verbs in a sentence that is long enough to show that you understand the use of the verb.

Write ten sentences suggested by this picture, using the forms of the verb **drink**.



Write ten sentences suggested by this picture, using the forms of the verb **spring**.

Write ten sentences suggested by this picture, using the forms of the verb **swim**.



Write ten sentences suggested by this picture, using the forms of the verb **run**.



Write ten sentences suggested by this picture, using the forms of the verb **sing**.





Composition XXI.

(ORAL AND WRITTEN.)

Tell the *story* suggested by this picture, using the forms of **drink** and **run**.

Fill each blank with one of the verbs in the list on page 68:

1. *The boy has _____ the bell. Did you hear the bell when it _____?*
2. *Mary _____ in church yesterday. We have _____ every day this week.*
3. *The lion _____ upon the man.*
4. *The ducks and geese _____ in the pond.*
5. *The ship has _____.*
6. *The baby _____ the milk.*

Lesson XXVII.

Forms of Verbs (Continued).

Write and learn:

Present Forms.
give gives

Past Form.
gave

Complete Form.
given



Write ten sentences suggested by this picture, using the forms of the verb **give**.

Write and learn :

Present Forms.	Past Form.	Complete Form.
give gives	gave	given
bid bids	bade	bidden
eat eats	ate or eat	eaten or eat
see sees	saw	seen

Use each of the above verbs in a sentence that is long enough to show that you understand the use of the verb.

1. James, have you seen Uncle John to-day?
2. Yes, sir ; I saw him a short time ago.
3. Where did you see him?
4. I saw him down town.
5. What did he give you?
6. He gave me an apple and an orange. I have eaten the orange.
7. You may give the apple to Frank.
8. Did James do as he was bidden?
9. As soon as James saw Frank he gave him the apple.

What is the form of the verb **seen** in the first sentence? Give the other forms.

What form is the verb in the second sentence? What are the other forms? What is the verb in the sixth sentence? What form is it?

What words express the action in the seventh sentence? What form is the chief word?

What form is the word **bidden**?

Fill each blank with one of the verbs in the list on page 71:

1. John ____ apples and figs.
2. He ____ me an orange this morning.
3. Have you ____ my aunt to-day?
4. I ____ her yesterday.
5. She has ____ me a knife.
6. He ____ me go home at two o'clock.
7. I had ____ my dinner when he came.
8. Has John ____ your new kite?
9. How long is it since you have ____ James?
10. The boy has ____ his apples before the time.
11. My father ____ me a new sled last Christmas.

Lesson XXVIII.

Forms of Verbs (Continued).

Write and learn :

Present Forms.		Past Form.	Complete Form.
forsake	forsakes	forsook	forsaken
shake	shakes	shook	shaken
take	takes	took	taken



Write ten sentences suggested by this picture, using the forms of **take** and **shake**.

With which form are **have**, **has** and **had** used? Why?

Lesson XXIX.

Forms of Verbs (Continued).

Write and learn :

Present Forms.		Past Form.	Complete Form.
choose	chooses	chose	chosen
freeze	freezes	froze	frozen



Write ten sentences suggested by this picture, using the forms of **choose**.

Write ten sentences, using the forms of **freeze**.

With which form are **have**, **has** and **had** used? Why?

Fill the blanks with one of the forms of **choose** or **freeze**:

1. My brother _____ a pair of skates for his birthday present. I _____ a new sled.
2. Had Frank _____ the sled, perhaps he would not have _____ his feet.
3. After he had _____ his feet, he wished he had _____ a sled; but it was too late.
4. Have we _____ a good subject for a composition?

Lesson XXX.

Forms of Verbs (Continued).

The forms of **do** are :

Present Forms.
do does

Past Form.
did

Complete Form.
done



Write ten sentences suggested by this picture, using the forms of the verb **do**.

With which form are **have**, **has** and **had** used? Why?

Fill each of the following blanks with one of the forms of **do** :

1. *Has he ____ his work?*
2. *Have you ____ your work well?*
3. *The woman ____ the washing last Monday.*
4. *I ____ my work, and he ____ his.*
5. *He ____ the work.*

Lesson XXXI.

Forms of Verbs (Continued).

The forms of **go** are:

Present Forms.
go **goes**

Past Form.
went

Complete Form.
gone



Write ten sentences suggested by this picture, using the forms of the verb **go**.

With which form are **have**, **has** and **had** used? Why?

Fill each blank with one of the forms of **go**:

1. *Charles has _____ to Boston.*
2. *When did he _____?*
3. *He _____ yesterday.*
4. *Did his sister _____ with him?*
5. *He _____ with his uncle.*
6. *Have the children _____ home?*
7. *They _____ an hour ago.*
8. *Had he _____ when you called?*
9. *The man _____ to the concert last evening.*
10. *He should have _____ earlier.*

Lesson XXXII.

Forms of Verbs (Continued).

The forms of **come** are :

Present Forms.	Past Form.	Complete Form.
come comes	came	come

Write ten sentences suggested by this picture, using the forms of **come**.

Notice that two of the forms of **come** are alike. Which are they?

With which form are **have**, **has** and **had** used?



Lesson XXXIII.

Forms of Verbs (Continued).

The forms of **fall** are :

Present Forms.	Past Form.	Complete Form.
fall falls	fell	fallen

Write ten sentences suggested by each of the above pictures, using the forms of the verb **fall**.

Lesson XXXIV.

The Verb Lie.

The boys lie on the lounge.
The boy lies on the lounge.
The boys lay on the lounge.
The boy lay on the lounge.

The word **lie** means **rest** or **recline**.

"The boys lie on the lounge" means *The boys rest on the lounge*, or, *The boys recline on the lounge*.

The word **lies** means **rests** or **reclines**.

"The boy lies on the lounge" means *The boy rests on the lounge*, or, *The boy reclines on the lounge*.

The word **lay** means **rested** or **reclined**.

"The boy lay on the lounge" means *The boy rested on the lounge*, or, *The boy reclined on the lounge*.

What time is expressed in the first sentence? in the second? in the third? in the fourth?

What one word in the sentence expresses the time? Define the present forms; the past form.

Fill each blank with a form of the verb **lie**:

1. *Did the boy tell his dog to ____ down?*
2. *Did you say the book ____ on the table?*
3. *Yesterday the child ____ in the cradle.*
4. *To-day the child ____ on the lounge.*
5. *The rug ____ in front of the organ.*
6. *You are tired; go and ____ on the bed.*
7. *The slate ____ on the floor.*
8. *____ down, Rover!*

The forms of the verb **lie** are :

Present Forms.		Past Form.	Complete Form.
lie	lies	lay	lain

The boys have lain on the lounge.

The cat has lain on the rug.

The boy had lain on the lounge before you came.

The words **have lain** mean **have rested** or **have reclined**.

"The boys have lain on the lounge" means *The boys have rested on the lounge*, or, *The boys have reclined on the lounge*.

The words **has lain** mean **has rested** or **has reclined**.

"The cat has lain on the rug" means *The cat has rested on the rug*, or, *The cat has reclined on the rug*.

The words **had lain** mean **had rested** or **had reclined**.

"The boy had lain on the lounge" means *The boy had rested on the lounge*, or, *The boy had reclined on the lounge*.

What are the forms of **lie**? With which form are **have**, **has** and **had** used? Why?

Fill each blank with a form of the verb **lie** :

1. The dog _____ on the floor as I entered the room.
2. He had _____ there a long time.
3. These books have _____ here too long.
4. The poor bird _____ lifeless beside the cage.
5. The hat had _____ on the walk in the rain.
6. The oxen _____ under the trees at noontime.
7. Has the doll _____ here long?
8. Will the dog _____ still if you ask him?

Lesson XXXV.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER.)

John said, "Bruno, lie down!"

The dog lay down.

You lie here every night.

The cat has lain on the rug by the fire all day.

The cloaks have lain on the bed all this week.

The shawl lies on the bed.

It lay on the bed yesterday.

Yesterday the book lay on the table. To-day it lies on the desk.

Has the child lain in the cradle to-day?

Last week Frank lay on the sofa in the parlor. Now he lies in his room.

Point out the verbs in each of the above sentences; write all the forms of each verb; underline the form used, and give a good definition of it.

Fill each blank with one of the forms of **lie**:

1. The boy has _____ on the floor to-day.
2. Has the coat _____ on the chair long?
3. Your shawl has _____ on the desk all day.
4. Will you _____ on the sofa if I get a pillow?
5. Yesterday that large book _____ on your desk.
6. Have the children _____ under the tree long?
7. That book has _____ on the table for a week.
8. Let your book _____ where it fell.
9. You _____ in bed late this morning.

Composition XXII.

(ORAL AND WRITTEN.)



Tell the story suggested by this picture, using the forms of the verb **lie**.

Lesson XXXVI.**The Verb Lay.**

I lay the book on the table now.

He lays the book on the table now.

He laid the book on the table yesterday.

The word **lay** means **place** or **put**.

"I lay the book on the table" means *I place the book on the table.*

The word **laid** means **placed** or **put**.

"He laid the book on the table" means *He placed the book on the table, or, He put the book on the table.*

What time is expressed in the first sentence? in the second? in the third?

What word in each sentence expresses the time? What is the past form of **lay**?

The forms of **lay** are :

Present Forms.	Past Form.	Complete Form.
lay lays	laid	laid

You have laid the pencils on the table.

He has laid the books on the table.

She had laid the child in the cradle when I came.

The words **have laid** mean **have placed** or **have put**. Define **has laid** and **have laid**.

Notice that two of the forms of **lay** are alike.

Which are they? What are the forms of **lay**?

Write and learn :

Never use **lay** to mean **rest**.

Never use **lays** to mean **rests**.

Never use **have laid** to mean **have rested**.

Lesson XXXVII.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER)

The boy laid the wood in the box.

The lady has laid the baby in the cradle.

The baby lies in the cradle.

Lie on the lounge, and I will lay this shawl over you.

Have you laid the things away?

Lay the rug on the floor, and let the cat lie on it.

These mats have lain here for a week. I wish you would lay them away.

John laid the book on your table.

Point out the verbs in each of the above sentences; write all the forms of each verb; underline the form used, and give a good definition of it.

Fill each blank with a form of **lie** or **lay**:

1. *Let the rug ____ in front of the piano.*
2. ____ *the book on the desk. Let it ____ there.*
3. *It ____ on the chair in the parlor.*
4. *Take off your shawl and ____ it on the chair.*
5. *The boat ____ on the bank of the river.*
6. *Your knife ____ on the large dictionary.*
7. *Who ____ it there?*
8. *I don't know. It has ____ there all day.*
9. *I am so tired that I must ____ down.*
10. *May Anna ____ on the sofa?*

Composition XXIII.

• (ORAL AND WRITTEN.)



Tell the story suggested by this picture, using the forms of the verbs **lie** and **lay**.

Lesson XXXVIII.

The Verb Sit.



The boy sits in a chair.

You sit in a chair.

The cat sits in the boy's lap.

The boy sat in the chair.

The cat sat in his lap.

The word **sit** means **rest**.

"You sit in this chair" means *You rest in this chair.*

The word **sits** means **rests**.

"The boy sits in a chair" means *The boy rests in a chair.*

The word **sat** means **rested**.

"The boy sat in a chair" means *The boy rested in a chair.*

What time is expressed in the first sentence? in the second? in the fourth?

Define the present forms; the past form.

The forms of the verb **sit** are:

Present Forms.		Past Form.	Complete Form.
sit	sits	sat	sat

Notice that two of the forms of **sit** are alike.

Which are they?

Define the words **have sat**, **has sat** and **had sat**.

Fill each blank with a form of **sit**:

1. Jennie _____ with me.
2. Will you _____ with me?
3. The tub _____ in the corner.

4. The dress _____ well.
5. Does the coat _____ well?
6. You _____ up late last night.
7. I have _____ in this chair many times.
8. If you are willing, I will _____ in this chair.
9. You _____ in it yesterday.
10. Has the lamp _____ on the table all day?
11. May and Lottie _____ together.
12. He had _____ in this chair before yesterday.

Composition XXIV.

(ORAL AND WRITTEN.)



Tell the story suggested by this picture, using the forms of the verb **sit**.

Lesson XXXIX.

The Verb Set.

You set the pitcher on the table.

He sets the pitcher on the table.

He set the pitcher on the table yesterday.

The word **set** means **place** or **put**.

"You set the pitcher on the table" means *You place the pitcher on the table.*

The word **set** means **placed** or **put**.

"He set the pitcher on the table yesterday" means *He placed the pitcher on the table.*

Notice that the verb **set** has the same form for representing past time that it has for representing present time.

The forms of **set** are :

Present Forms.		Past Form.	Complete Form.
set	sets	set	set

What do the words **have set** mean in the sentence, "You have set the lamp on the shelf"?

In the sentence, "He has set the lamp on the table," what do the words **has set** mean?

Write and learn :

Never use set to mean rest.

Never use sets to mean rests.

Never use set to mean rested.

Never use has set to mean has rested.

In using the words **sit** and **set**, always think of what they mean.

"I set the child on the bench" means *I place the child on the bench.*

"The child sits on the bench" means *The child rests on the bench.*

If you use the word **sets** for **sits**, there is no meaning to what you say.

"I set the vases on the bracket" means *I placed the vases on the bracket.*

"The vases sat on the bracket" means *The vases rested on the bracket.*

Lesson XL.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER.)

The boy set the box on the floor.

The box sits on the floor.

Does the castor sit on the table or on the shelf?

Did you set the pail on the shelf or in the sink?

Your coat sits well.

The boy set the hens last night.

The hens sit on their eggs to-day.

You set Fanny in that chair, and she has sat there for half an hour.

Lay the cushion on the grass and sit in the shade.

Have you set the things on the table?

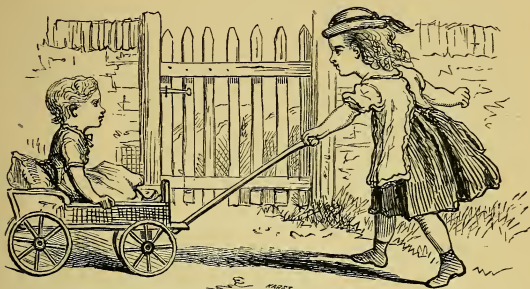
Point out the verbs in each of the above sentences; write all the forms of each verb; underline the form used, and give a good definition of it.

Fill each blank with a form of **sit** or **set**:

1. ____ the chair near the stove and ____ by me.
2. ____ the lamp on the table. Let it ____ there.
3. Charles, have you ____ the hens?
4. The hen ____ on her eggs, and is a ____ hen.
5. Lay the mat in front of the organ and ____ the stool on it.
6. For the past two weeks he has ____ up late.
7. Nellie ____ the table every morning.
8. She ____ the castor near the centre of the table.
9. The boys ____ on the grass to-day.
10. The girls ____ in the shade of the oak tree.

Composition XXV.

(ORAL AND WRITTEN.)



Tell the story suggested by the above picture, using the forms of **sit** and **set**.

Lesson XLI.

The Verb Rise.



You rise early.

This boy rises early.

He rose early yesterday.

He has risen early every morning this week.

Kites rise in the air.

A kite rises in the air.

A kite rose in the air.

The kites have risen above the trees.

The word **rise** means **get up** or **ascend**.

The word **rises** means **gets up** or **ascends**.

The word **rose** means **got up** or **ascended**.

The words **have risen** mean **have gotten up** or **have ascended**.

Study these definitions, and define each of the above sentences.

What time is represented by the verb **rise**? **rises**? **rose**?

The forms of **rise** are :

Present Forms.		Past Form.	Complete Form.
rise	rises	rose	risen

With which form are **have**, **has** and **had** used?

Fill each blank with one of the forms of the verb **rise** :

- The bread has _____ to the edge of the tin.*
- Has the water in the river _____?*
- The price of wheat has _____.*
- Will you _____ at six o'clock to-morrow?*
- They _____ early yesterday.*
- The water has _____ during the night, and now covers the sidewalk. It will _____ no more.*
- After the kite had _____ above the tree-tops, it fell. I could not make it _____ again.*
- The smoke of the engine _____ higher than the steam.*

Lesson XLII.

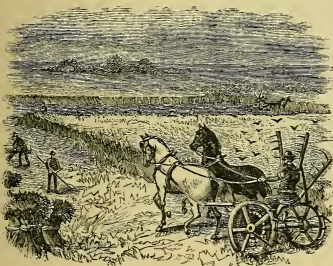
The Verb Raise.

You raise the board to
put the sticks under it.

The boy raises the board.

He raised the board.

He has raised the sticks
to hold the board.



The farmers raise
wheat and corn.

The farmer raises
wheat and corn.

The farmer raised
wheat and corn.

The farmers have
raised wheat and
corn.

The word **raise** means **lift** or **cause to grow**.

The word **raised** means **lifted** or **caused to grow**.

Define each of the above sentences.

The forms of **raise** are:

Present Forms.
raise raises

Past Form.
raised

Complete Form.
raised

Which forms are alike?

Define **have raised**; **has raised**; **had raised**.

Write and learn:

Never use **raise** to mean **get up** or **ascend**.

Never use **raised** to mean **did get up** or **ascended**.

Never use **have raised** to mean **have gotten up** or
have ascended.

Lesson XLIII.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER.)

Yeast makes the bread rise.

Yeast raises the bread.

What raises the stones from the quarry?

Has the cake risen enough to put into the oven?

How much has it risen?

It has risen above the edge of the tin.

The farmer has raised fifty acres of oats.

Have the boys risen?

Point out the verbs in each of the above sentences; write all the forms of each verb; underscore the form used, and give a good definition of it.

Fill each blank with a form of **rise** or **raise** :

1. *I have _____ early every morning this week.*
2. *He has _____ himself from the floor.*
3. *He _____ the box and looked under it.*
4. *The bread _____ rapidly.*
5. *They _____ at the signal.*
6. *Yesterday the kites _____ high in the air.*
7. *Will you _____ the window?*
8. *If you had _____ early, it would have been all right, for the man came in time.*
9. *As they _____ to depart he asked them to call again, and they promised to do so.*
10. *Did you see the kite after it had _____ above the trees?*

Composition XXVI.

(ORAL AND WRITTEN.)



Tell the story suggested by this picture,
using the forms of **rise** and **raise**.

Composition XXVII.

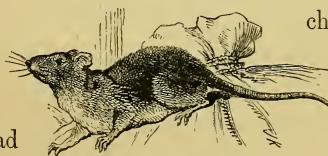
(ORAL AND WRITTEN.)

long body

fur

small ears

pointed head



chisel-shaped

vegetable

animal

gnaws

THE RAT.

Study the questions for the Compositions on pages 42, 43, 44 and 45.

Write a description of the rat.

Lesson XLIV.

The Verbs Teach and Learn.

We go to school to learn to read and spell.
Miss Brown teaches us arithmetic also.
Yesterday we learned several new examples.
Miss Brown taught them to us.

This girl has learned to sew.
Her mother taught her to sew.
She can make a dress for her doll.
Her mother has taught her to do it.
Have you learned to make a mat?
I have never been taught to weave.

The word **learn** means **receive instruction**.

"We go to school to learn" means *We go to school to receive instruction.*

The word **teach** means **give instruction**.

"You teach us" means *You give us instruction*.

Define the words **learns**, **teaches**, **learned**, **taught**.

What time is represented by the words **learn**? **teach**? **learns**? **teaches**? **taught**?

The forms of **learn** are :

Present Forms.		Past Form.	Complete Form.
learn	learns	learned	learned

Define **have learned**, **has learned** and **had learned**.

The forms of **teach** are :

Present Forms.		Past Form.	Complete Form.
teach	teaches	taught	taught

Define **have taught**; **has taught**; **had taught**.

Write and learn :

Never use **learn** to mean **give instruction**.

Never use **learns** to mean **gives instruction**.

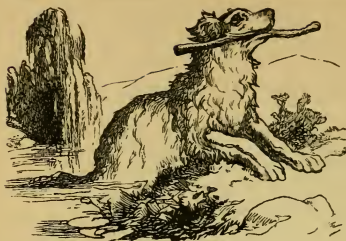
Never use **learned** to mean **gave instruction**.

Never use **have learned** to mean **have given instruction**.

Write and learn :

Present Forms.		Past Form.	Complete Form.
teach	teaches	taught	taught
catch	catches	caught	caught
buy	buys	bought	bought
bring	brings	brought	brought
seek	seeks	sought	sought

Use each of the above words in a sentence.



Write ten sentences suggested by this picture, using the forms of the verb **bring**.



Tell the story suggested by the above picture, using the forms of the verbs **seek** and **catch**.



Write ten sentences suggested by the above picture, using the forms of the verb **buy**.



Write ten sentences suggested by this picture, using the forms of the verbs **teach** and **learn**.

Lesson XLV.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER.)

We learn to write.

Who teaches you to sing?

The girl learns to play on the piano.

Miss Jones teaches her to play.

Have you learned to sing?

Who has taught her to sew?

James has taught his brother to skate.

He had taught her to work before he went West.

Has he taught his dog to shake hands?

She has taught you to do better than this.

Point out the verbs in each of the above sentences; write all the forms of each verb; underscore the form used, and give a good definition of it.

Fill each blank with one of the forms of **teach** or **learn**:

1. *The boy _____ to swim.*
2. *The boy _____ his dog to swim.*
3. *Yesterday the teacher _____ us a new table.*
4. *He has _____ me many new pieces.*
5. *I have _____ my canary to perch on my finger.*
6. *You have _____ me a lesson.*
7. *His brother _____ him to do the work.*
8. *We should try to _____ something every day.*
9. *Have you _____ my sister to work?*
10. *I shall _____ her to work in a short time.*
11. *The dog has _____ to carry a basket.*

Composition XXVIII.

(ORAL AND WRITTEN.)

Tell the stories suggested by the pictures on pages 35 and 36, using the forms of **teach** and **learn**.

List for Pronunciation. VIII.

(DRILL EXERCISE: TWO MINUTES LONG.)

ū	ū	ū	ū
fuel	ague	produce	consume
acute	stupid	numeral	bugle
perfume	plural	museum	assume
Tuesday	student	tuition	presume
fluid	Lucy	introduce	institute
opportunity	accurate	duel	numeration

Composition XXIX.

(ORAL AND WRITTEN.)

bird
log
singing
behind
watching
sprang



hopped
branch
singing
happy
watching
sprang

Where is the bird? What
is the bird doing?

Where is the cat? What
is the cat doing?

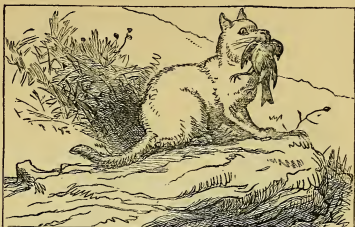
What is she about to
do?

What did this little bird do
all day long? Where was the
bird one day? What did the
bird do? Do you think the
bird was happy? What was
near it? Did the bird know it?

Where is the
bird now?

What will the
cat do with it?

What became
of the bird?



The Pictures Described.

THE UNFORTUNATE BIRD.

Here is the picture of a bird sitting on a log singing. Behind the bird, near the log, is a sly old cat watching it. She looks as if she were about to spring upon the log to catch the bird.

Now the cat has the bird in her mouth. She will kill the bird, and then she will eat it.

The Story which the Pictures Suggest.

THE UNFORTUNATE BIRD.

Once there was a little bird that hopped about from branch to branch, singing all day long.

One day this little bird seemed very happy as it sat upon a log. The bird did not know that a sly old cat near by was watching it.

By and by the cat sprang upon the log, caught the bird and killed it.

Write a description of each picture.

Tell the story suggested by these pictures.

Composition XXX.

(ORAL AND WRITTEN.)

THE ACCIDENT.

What does this picture represent? Where is the girl? What has she in her hands?

Where is the boy? What is his position? What is he doing? Where do you think they are going?

In what way did Paul and his sister Carrie amuse themselves?

What did Paul have?

What did Carrie do one day? What did she take with her?

Where did they go?

What has happened?
Where is the girl?
What is she doing?
Where are the doll and the parasol?

How does the girl feel?

Where is the boy?
What is he doing?
What is he saying?



What happened?

Composition XXXI.

(ORAL AND WRITTEN.)

Fido

spaniel

curly



Fido

spaniel

curly

What kind of dog is
Fido?

What kind of hair has
he?

What kind of dog was
Fido?

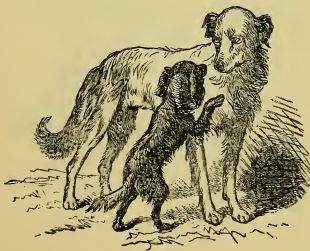
What kind of hair had
he?

Rover

shaggy

shepherd

companion



shepherd

companion

shaggy

hours

Of what is this a picture?
Who is his companion? What
kind of hair has Rover? What
are the dogs doing?

What had Fido for a com-
panion? What kind of hair
had Rover? What were they
accustomed to do for hours at
a time?

hound

fierce

teeth

hound

caught

caught

looking

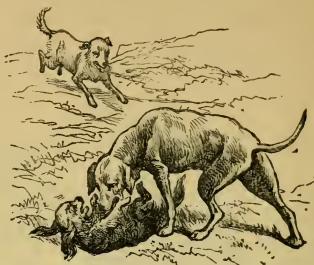
shook

shaking

severely

coming

came



How many dogs in this picture? What dog is in the distance? Why is he coming?

What happened to Fido one day?

Where was Rover?

hurried

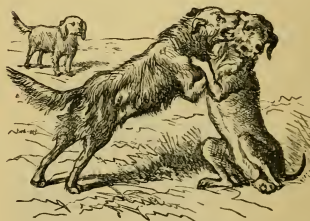
hurried

punishing

severely

conduct

punished



How many dogs in this picture? What is Rover doing? Why is he doing this?

What did Rover do? Why did he do this?

Describe each picture.

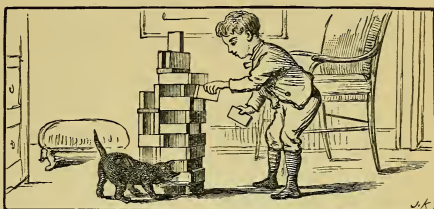
Tell the story suggested by these pictures.

Composition XXXII.

(ORAL AND WRITTEN.)

TRY AGAIN.

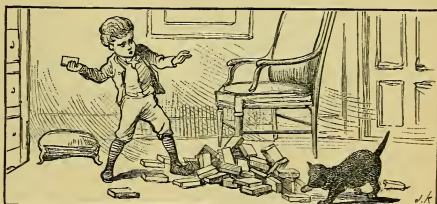
Harry
playful
castle
morning
building
tower
busy
blocks



What is Harry doing?
What does the block which
he is now placing represent?

What was Harry doing one
morning? What happened as
he was putting on the last block?

angry
naughty
caught
throw



Of what is this a picture?
What is he about to do?

How did Harry feel? What
did he say? What did he do?

sister
crying
Jennie



Of what is this a picture? What
is Sister Jennie doing? Why does
she do this? What is Harry doing?

What did Sister Jennie do?
Why? What did she say?
What did Harry do?



Of what is this a picture?
 Who is coming?
 What does she hear?

Who came?
 What did she hear?



Where is Harry?
 What is mamma doing?

What did mamma do?



What have they?
 What is Harry doing?
 How does he look?

What did Harry do after the castle
 was completed? How did he feel?
 What lesson did he learn?

Write a description of each picture.

Write the story suggested by these pictures.

Composition XXXIII.

(ORAL AND WRITTEN.)

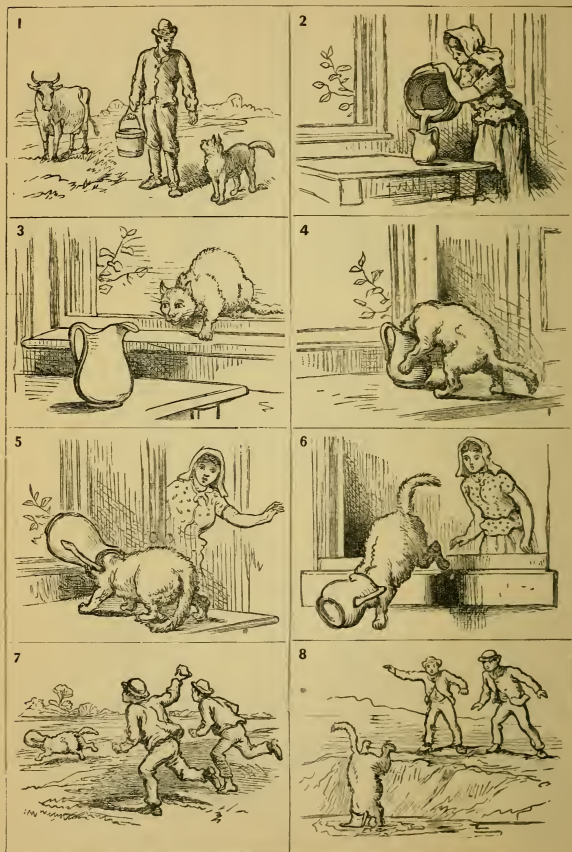


Write a description of each picture.

Tell the story suggested by these pictures.

Composition XXXIV.

(ORAL AND WRITTEN.)



Describe each picture. Tell the story suggested.

Lesson XLVI.

The Progressive Form of the Verb.

Little children who read this book have yet to learn about another form of the verb.

John **is playing** means that the act is in progress now.

John **was playing** means that the act was in progress in past time.

John **will be playing** means that the act will be in progress in future time.

Because **playing** denotes an act in progress, it is called the **progressive form**.

Every verb has a progressive form.

Law: The progressive form is made by adding **ing** to the present form.

Write the progressive form of each of the following words, and use each in a sentence :

grow	blow	speak	go
sing	do	talk	think
drink	sink	jump	break

Many verbs ending with **e** drop **e** before taking a vowel :

drive	ride	come	write
shake	taste	take	live
strive	waste	give	glance

Many verbs ending with a single consonant after a single vowel repeat the final consonant before taking **ing** :

stop	run	swim	stir
trim	hop	begin	pat
pet	knit	get	dig

Write the progressive form of each of the foregoing words, and use each in a sentence.

Write and learn :

Definition : That form that represents an act in progress is the **progressive form**.

Lying is the progressive form of the verb **lie**, and means resting or continuing to rest.

Laying is the progressive form of the verb **lay**, and means placing or continuing to place.

Define the progressive forms of **sit**, **set**, **rise**, **raise**, **learn** and **teach**.

In using the words **lying**, **laying**, **sitting**, **setting**, **rising**, **raising**, **teaching** and **learning**, always think of what they mean.

"John is lying on the lounge" means *John is reclining on the lounge*. If you use the word **laying** for the word **lying**, there is no meaning to what you say.

"Mabel was sitting in this chair" means *Mabel was resting in this chair*. If you use the word **setting** for the word **sitting**, and say, Mabel was **setting** in this chair, you do not say what you mean. Give the reason.

Write twenty sentences, using the progressive forms of the following verbs. Define each sentence :

lie	sit	teach	rise
lay	set	learn	raise

Lesson XLVII.

Test Exercises.

(TO BE PREPARED ON SLATES OR PAPER.)

The children are lying on the floor.

Was the cat lying on the rug when you came?

The bread is rising rapidly.

Are the children sitting on the grass?

Is your brother teaching you to do the work?

She was setting the plants in the window.

The sitting hen is in the front yard.

Point out the verbs in each of the above sentences; write all the forms of each verb; underscore the form used, and define it.

Fill each blank with a form of the verb **lie, lay, sit or set**:

One morning, as Frank and his little sister Alice were playing by the brook, they saw a man _____ on a log near by. Near the man was a large black dog _____ on the ground.

The children wondered why the man was _____ there so quietly. "I think he is a poor lame man," said Frank. "Don't you see his crutch _____ on the ground near him? Perhaps we can do something for him."

As the children came nearer, the dog got up and began to growl. The man said, "_____ down, Carlo!" The dog _____ down, and Frank _____ his hand on the dog's head.

Alice _____ her basket of pebbles near the crutch, then she _____ down by the dog and began to pat him.

Use the verbs **sit** and **set** in conversation about the pictures on pages 16 and 35; the verbs **lie** and **lay** about the picture on page 74; the verbs **rise** and **raise** about the pictures on page 15; the verbs **teach** and **learn** about the picture on page 67.

Composition XXXV.

(ORAL AND WRITTEN.)



THE BOY WHO NEVER TOLD A LIE.

Once there was a little boy
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
“There goes the curly-headed boy—
The boy that never tells a lie.”

And everybody loved him so,
Because he always told the truth,

That every day, as he grew up,
'Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

THE BOY WHO NEVER TOLD A LIE.

Once there was a bright-eyed, curly-headed boy who always told the truth. When he went to school the children would exclaim, "There goes the curly-headed boy who never tells a lie."

Because he always told the truth, he was loved by all who knew him. When he became older the people spoke of him as "The honest youth."

And when the people were asked why they called him "honest youth," the reply was, "Because he never tells a lie."

Write the story of this boy in your own language.

Composition XXXVI.

(ORAL AND WRITTEN.)

MY DOLL.

I have a little doll;
I take care of her clothes;
She has soft flaxen hair,
And her name is Rose.



She has pretty blue eyes,
And a very small nose,
And a sweet little mouth,
And her name is Rose.

Write a description of "My Doll" in your own language.

Composition XXXVII.

(ORAL AND WRITTEN.)



LITTLE DAISY.

Little Daisy has a box
Filled with colored building-blocks ;
Then, to pass the time away,
Dolls has she in great array—
Rag and paper, wax and clay—
One for almost every day ;
Balls and slates, and pencils too ;
Toys from China not a few.

Yet she wearies of her play,
Begs with her mamma to stay ;
Clinging to her mother's knees,
Cries for "'Tory, 'tory, please."

Write the story of "Little Daisy" in your own language.

Composition XXXVIII.

(ORAL AND WRITTEN.)

CORN.

There is a plant you often see
In gardens and in fields ;
Its stalk is straight, its leaves are long,
And precious fruit it yields.

The fruit, when young, is soft and white,
And closely wrapped in green,
And tassels hang from every ear,
Which children love to glean.

But when the tassels fade away,
The fruit is ripe and old ;
It peeps from out the wrapping dry
Like beads of yellow gold.

The fruit, when young, we boil and roast ;
When old, we grind it well.
Now, think of all the plants you know,
And try its name to tell.

Write a description of "Corn."



Composition XXXIX.

(ORAL AND WRITTEN.)

THE BROOKLET.

“Whither through the verdant meadow,
Brooklet, dost thou roam?”

“I am roaming through the valley,
Onward to my home.”

“Stop and tell me, little brooklet,
Where is, then, thy home?”

“If I stop thus, I shall never
Reach the ocean foam.”

“Why such haste to reach the ocean?
Why not here abide?”

“I must keep the ships in motion
On the ocean wide.”

“Brooklet, bud and flower and blossom
Never still remain.”

“We have learned a lesson from you,
Brooklet, on the plain.”

Write the story of “The Brooklet” in your own language.

Composition XL.

(ORAL AND WRITTEN.)

NEVER PLAY TRUANT.

Listen to me now,
My dear little lad:
Never play truant;
’Tis naughty and bad.

Others will scorn you,
And point as you pass:
“Look at the boy
At the foot of his class!”

While you are growing
Learn all that you can,
Or you will be sorry
When you are a man.

Write the story of “Never Play Truant” in your own language.

List for Pronunciation. IX.

(DRILL EXERCISE: TWO MINUTES LONG.)

oo	oo	oo	oo	oo
moon	moose	bosom	croup	rule
whoop	brooch	route	ruin	two
balloon	whom	canoe	ruby	sure
raccoon	recruit	roost	coop	fool
cocoon	groom	school	boot	loop

Composition XLI.

(ORAL AND WRITTEN.)

**WINTER.**

Old Winter is a sturdy one,
And lasting stuff he's made of ;
His flesh is firm as ironstone ;
There's nothing he's afraid of.

He spreads his coat upon the heath,
Nor yet to warm he lingers ;
He scouts the thought of aching teeth,
Or chilblains on his fingers.

Of flowers that bloom or birds that sing
Full little cares or knows he;
He hates the fire and hates the spring.
And all that's warm and cosy.

But when the foxes bark aloud
On frozen lake and river;
When round the fire the people crowd,
And rub their hands and shiver;

When frost is splitting stone and wall,
And trees come crashing after,—
That hates he not: he loves it all;
Then bursts he out in laughter.

His home is by the north pole's strand,
Where earth and sea are frozen;
His summer-house, we understand,
In Switzerland he's chosen.

Now from the North he's hither hied
To show his strength and power;
And when he comes we stand aside,
And look at him and cower.

—*From the German.*

Study the Composition "Winter" very thoroughly, noting with especial care the order of thinking, and then write the Composition in your own language from memory.

List for Pronunciation. X.

Give the sound of **th** as heard in the word **thumb**. Give it five times. Put this sound into each of the following words:

th	th	th	th
thumb	thick	thin	youths
death	deaths	truth	truths
breath	breaths	wreath	mouth
thrive	throng	thread	fifth

Give the sound of **th** as heard in the word **these**. Give it five times. Put this sound into each of the following words:

th	th	th	th
these	northern	moths	wreaths
north-east	beneath	baths	oaths
north-west	underneath	cloths	footpaths
south-east	breathe	paths	wreathe
south-west	clothes	laths	with

List for Pronunciation. XI.

Give the sound of **s** as heard in the word **amuse**. Give it five times. Put this sound into each of the following words:

s	s	s	s
disarm	disaster	disdain	disease
dishonest	dishonor	dismal	disown
dissolve	dishonesty	dishonorable	disastrous
ç	ç	ç	ç
sacrifice	suffice	discern	sacrificed

Lesson XLVIII.

Relations of Words.

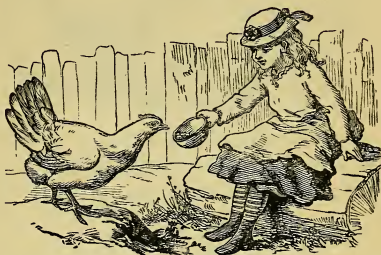
(READ LESSON II.)

Ann holds the
cup.

The girl feeds
the hen.

The hen sees
the corn.

The hen picks
the corn.



What word expresses action in the first sentence? Who acts? Who is the actor? What word represents the actor?

What word represents the actor in the second sentence? in the third? in the fourth?

The boy hit the ball.

What word in the above sentence expresses action? Who acted? What word represents the actor?

The engine draws the car.

What word in the above sentence expresses action? What acts? What word represents the actor?

Definition: The word in a sentence representing a person or thing in the relation of actor is called **the subject of the verb expressing the action.**



Ann holds the cup.

The girl feeds the hen.

The hen sees the corn.

The hen picks the corn.

What object receives the action in the first sentence? in the second? in the third? in the fourth? What word in each sentence represents the object that receives the action?

Mary helps her brother.

In the above sentence what word represents the object that receives the action?

Definition: The word in a sentence representing a person or thing in the relation of receiver of an action is **the object of the verb expressing the action.**

A bird builds nests.

What is the verb in the above sentence? What is the subject of the verb? Why? What is the object of the verb? Why?

John strikes the dog.

In what relation is John to the verb? In what relation is dog to the verb? Why?

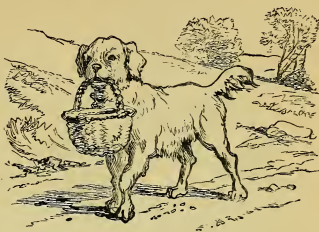
The woman feeds the child. The fire warms the room.
The farmer plows the field. Mabel wrote a letter.
The boy studies his lesson. The girl fed the rabbit.

To what verb is each noun related? In what relation is each noun?

(READ LESSONS VIII., IX. AND X.)

This dog is useful.

In the above sentence what word makes the assertion? What is asserted? What word represents that of which something is asserted?



The basket looks heavy.

The dog appears faithful.

What is asserted in the first sentence? in the second? What word in each sentence represents that of which something is asserted?

Definition: The word in a sentence representing a person or thing of which an assertion is made is called **the subject of the verb making the assertion.**

The rose smells sweet.

The girls are happy.

Frank rode the black horse.

The man seems honest.

The dog hurt the boy.

The lamp lights the street.

What is the verb in each sentence? To what verb is each noun related? In what relation is each noun?

Lesson XLIX.

Relations of Words (Continued).

The industrious girl studies industriously.

What is the word **industrious** in the sentence for? To what is **industrious** related? What is the word **industriously** in the sentence for? To what is **industriously** related?

The careful girl works carefully.

What is the word **careful** in the sentence for? the word **carefully**? To what word in the sentence is each word related?



The sick boy lies on the bed.

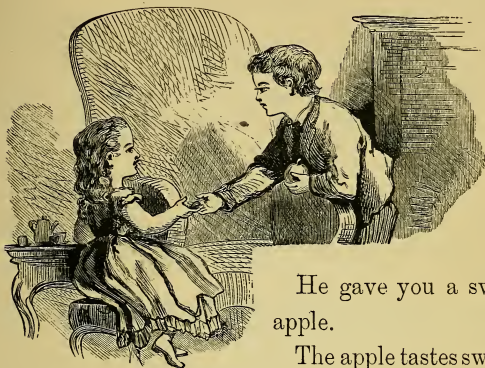
What word tells the condition of the boy?

The boy looks sick.

For what is the word **sick** used? To what is the word



sick related in each sentence? In the second sentence what word points out the relation of **sick** to **boy**?



He gave you a sweet apple.

The apple tastes sweet.

What is the word **sweet** in the first sentence for? in the second?

To what word in each sentence is the word **sweet** related? In the second sentence what word asserts the relation?

1. A beautiful lawn is in front of that large house.
2. The lawn looks beautiful.
3. A good girl obeys.
4. The girl looks good.
5. The lady appears sad.
6. The man seems honest.
7. Velvet feels smooth.
8. John studies diligently.
9. He speaks distinctly.
10. Mary works carefully.
11. She speaks correctly.

What is the use of the word **beautiful** in the first sentence? in the second? To what word in each sentence is the word **beautiful** related? In the second sentence what word shows the relation of **beautiful** to **lawn**? What asserts the relation?

What is the use of the word **good** in the third sentence? in the fourth? To what word in each sentence is the word **good** related?

What is the use of the word **sad**? the word **honest**? the word **smooth**? To what word is each related? What asserts the relation in each sentence?

What is the word **diligently** in the sentence for? the word **distinctly**? the word **carefully**? the word **correctly**? To what word is each related?

Write and learn :

Some words are used to tell the **kind** of object or the **condition** of an object. Such words belong to **nouns**.

Some words are used to tell how an action is performed. Such words belong to **verbs**.

Definition: A word that belongs to a noun is **an adjective**.

Definition: A word that belongs to a verb is **an adverb**.

Adjectives.	Adverbs.	Adjectives.	Adverbs.
slow	slowly	beautiful	beautifully
sweet	sweetly	bright	brightly
bold	boldly	diligent	diligently
soft	softly	careful	carefully
sharp	sharply	graceful	gracefully
neat	neatly	smooth	smoothly
nice	nicely	rapid	rapidly
quick	quickly	studious	studiously
quiet	quietly	terrible	terribly

Notice the spelling of each word.

How is each adverb made?

Use each of the foregoing words in a sentence that is long enough to show that you understand the use of the word.

The rose smells sweet.

To what is the word **sweet** related? What shows the relation?

What does the sentence mean if you use **sweetly** in place of **sweet**?

The moon looks beautiful.

What is the meaning of the above sentence?

What does the sentence mean if you use **beautifully** for **beautiful**?

To what is the word **beautiful** related? What asserts the relation?

The knife looks sharp.

To what is the word **sharp** related? What is the meaning if you use **sharply** for **sharp**?

The man looks sharp.

The man looks sharply.

What is the meaning of the first sentence? of the second sentence?

To what is the word **sharp** related? To what is the word **sharply** related?

The boy feels sick.

He looks bad.

The girl looks beautiful because she is dressed beautifully.

To what is **sick** related? **bad**? **beautiful**? **beautifully**?

Mary looks well.

What is the meaning of the above sentence? To what is **well** related? What shows the relation?

What does **well** mean? What word means the opposite of **well**?

Mary writes well.

What does **well** mean? What word means the opposite of **well**?

How are you? "Nicely."

Did you ever hear the above? What is wrong with it? What should the answer be? Give the reason.

What must you use if you wish to tell how an action is performed?

What must you use if you wish to tell the kind of object or the condition of an object?

Write and learn:

Never use a word that describes an object or that shows the condition of an object if you wish to tell how an action is performed.

Never use a word that tells how an action is performed if you wish to describe an object or tell the condition of an object.



This is a very pretty flower.

To what is the word **very** related?

The rose smells very sweet.

It is quite small.

To what is the word **quite** related?

He is really a good boy.

This is really a good apple.

To what is the word **really** related in each sentence?

It is wrong to say, "A real good apple."

What should it be? Give the reason.

"This is real stormy weather."

What is wrong with the above sentence? What should it be? Give the reason.

That is a very common error. Be very careful not to make the same mistake.

Fill each blank with either an adjective or an adverb:

1. *A freight train moves ____.*
2. *An ____ boy learned his lesson ____.*
3. *The ____ girl obeys ____.*
4. *The squirrel is a ____ animal.*
5. *The squirrel moves ____ ____.*
6. *A camel is an ____ animal.*
7. *The duck walks ____.*
8. *The boys and girls appear ____.*
9. *How ____ that man works!*
10. *Velvet feels ____.* *Plush feels ____.*
11. *Did you notice how ____ he walked?*
12. *He speaks ____ and ____.*
13. *Dear mother, how ____ the moon looks!*
14. *The sun shines ____.*
15. *These flowers smell ____ ____.*
16. *How ____ the bee builds her cell!*
17. *Ella's bird sings ____ for her.*
18. *The apples seem ____, and they taste ____.*
19. *He is ____ an honest man.*

Lesson L.

Forms of Adjectives.

John _____

Jane _____

Mary _____

John, Jane and Mary drew these lines.

John drew the longest line.

Which line did Mary draw?

Frank and Anna drew these lines.

Which line did Frank draw?

Frank drew the longer line.

Which line did Anna draw?

Of the three lines, which did John draw? Which did Mary draw? Of the two lines, which did Frank draw? Which did Anna draw?

Frank _____

Anna _____

James _____

Charles _____

Here are several lines.

Which line did James draw?

James drew the longest line.

Which line did Charles draw?

How many lines did you see when you said, "Frank drew the longer line"? How many lines did you see when you said, "John drew the longest line"?

In comparing the length of an object with the length of another object use **longer** or **shorter** to express the idea.

In comparing the length of an object with the length of two or more objects use **longest** or **shortest** to express the idea.

Shall I say, "Ada has the longer or the longest of two rulers"? Give the reason.

Fill each of the following blanks:

1. *Your pencil is the _____ of the two.*
2. *Of the four lines he drew the _____.*
3. *Of the two strings she has the _____ one.*
4. *"My kite has the _____ cord," said William.*

When should you say **longer**? **longest**? **shorter**? **shortest**?

Of how many were you thinking when you said, "Maud's slate is the largest"? Of what adjective is **largest** a form?

Of how many girls are you talking when you say, "Julia is the taller girl"? Of what adjective is **taller** a form?

How many apples were in the dish when you said, "He took the better one"? "He took the best one"? Give the reasons.

My knife has two blades. Is it correct to say, "The small blade is the shortest"? "The large blade is the widest"? Give the reasons.

When should you say **larger**? **largest**? **smaller**? **best**? **better**? **worse**? **worst**? **more**? **most**?

Of what adjective is each of the foregoing words a form?

Forms of Adjectives.

large	larger	largest
small	smaller	smallest
good	better	best
many	more	most
bad	worse	worst
tall	taller	tallest

Use each of the above words in a sentence that is long enough to show that you understand the use of the word.

Lesson LI.

Forms of Adverbs.



Arthur and his cousin are racing. They started together. Why is Arthur ahead?

Here is Arthur again. He is trying a race with two girls. They started together. Why is Arthur ahead?



Of how many are you thinking when you say, "Arthur skates more rapidly than his cousin"? "Arthur skates the most rapidly"?

Of how many are you talking when you say, "Maud writes the best"? "Maud writes better"?

Of how many are you speaking when you say, "Anna studies the most diligently"? "more diligently"?

Of how many are you talking when you say, "Mr. Brown lives the farthest from town"?

When should you say **farthest**? **farther**? **earlier**? **faster**? **fastest**? **more slowly**? **most slowly**? When should you use **more**? **most**?

Of what word is **earlier** a form? **earliest**? **later**? **latest**? **faster**? **fastest**?

Define each of the above words. How is each made?

Lesson LII.

Relations of Words (Continued).



John and James row the boat.

In what relation is **John** to the verb?

In what relation is **James** to the verb?

The word **and** is used to show that the words between which it stands are in the same relation to some other word in the sentence.

They rowed the boat across the pond and up the stream.

To what word in the sentence is **across the pond** related?

To what word is **up the stream** related?

The word **and** stands between **across the pond** and **up the stream** to show that they are in the same relation to **rowed**.

What is the use of **and** in each of the following sentences?

Martha and Robert go to school.

We sailed down the river and along the coast.

Julia sells apples and peaches.

They walked around the park and down to the river.
He carried the basket through the room and up the stairs.

Write and learn :

Law : The word **and** is used to show that the words or the parts of a sentence between which it stands are in the same relation to some other word or words in the sentence.

John, James and Frank are playing.

What words in the above sentence have the same relation to other words in the sentence?

What is the use of the word **and**? Why not place **and** between **John** and **James**?

William sells apples, oranges, lemons, grapes, plums, melons and nuts.

How many words in the above sentence have the same relation to some other word in the sentence?

What is the use of **and**?

What is used instead of **and** in the above sentence?

Find five sentences each containing several words having the same relation to some other word.

What do you find after each?

Write and learn :

Law : To show that several words have the same relation to some other word or words in the sentence, use **a comma** instead of the word **and**, except between the last two.

A kind, good man met two rough, ragged boys.

He gave them four large, ripe, mellow apples.

In my work-basket I have a thimble, a pair of

scissors, two spools of thread, a ball of yarn, a needle-book and a pin-cushion.

The oak, the pine, the maple, the elm, the spruce, the chestnut and the walnut are kinds of trees.

In my father's house are a hall, a parlor, a sitting-room, a library, a dining-room, two sleeping-rooms, a kitchen and a pantry.

Point out the words in the above sentences that have the same relation to another word.

What is the use of the **comma**?

Fill each blank and use a **comma** or **and** wherever needed:

1. *A knife has a* _____.
2. *Grocers sell* _____.
3. *Frank runs* _____.
4. *In a fish-market near the sea-coast one may find* _____.
5. *The musical instruments most used are the*
_____ *the* _____ *the* _____ *the* _____.

Lesson LIII.

Relations of Words (Continued).

The broken slate lies on the floor.

The torn book lies near it.

What is the word **broken** in the sentence for? What is the word **broken**? Of what word is **broken** a form? What form is **broken**?

What is the word **torn** in the sentence for? What is the

word **torn**? Of what verb is **torn** a form? What form is **torn**?

The complete form of the verb is used as an adjective to show the condition of an object.

A frozen apple lies on the table.

She is a forsaken child.

We walked in the beaten path.

She threw the broken plate over the fence.

He put the stolen fruit into the cellar.

Point out the adjective in each of the above sentences; tell the use of each; the verb of which each is a form; the form of each.

Lesson LIV.

Relations of Words (Continued).

The doll is broken.

The doll was broken when I bought it.

The dolls are broken.

The dolls were broken when I bought them.

To what word in each sentence is **broken** related?

What word in each sentence shows that **broken** is related to **doll**?

What is the word **broken** in the sentence for? What form of the verb is **broken**?

The book looks torn. The books look torn.

The book was torn when she gave it to me.

The books have been torn for several days.

To what word in each sentence is **torn** related?

What in each sentence asserts the relation? What is the use of the word **torn**? What form of the verb is **torn**?

The water in the tub seems frozen.

The water was frozen yesterday.

If it remains cold, the water will be frozen to-morrow.

To what word in each sentence is **frozen** related? What in each sentence asserts the relation? What is the use of **frozen**? What form of the verb is **frozen**?

Write and learn :

Law: A verb used to express a condition of the subject asserted by a relation word should be **the complete form.**

Lesson LV.

Relations of Words (Continued).



The goat is driven by the boy.

The goats are driven by the boy.

The goats have been driven by the boy.

What word in each sentence expresses the action performed by the boy? What asserts the action in each sentence? What receives the action?

What is the word **driven** in the sentence for? What form of the verb is **driven**?

The bell is rung by the man.

The bell was rung by the man.

The bell will be rung by the man.

What word in each sentence expresses the action performed by the man? What receives the action? What in each sentence asserts the action?

What is the word **rung** in the sentence for? What form of the verb is **rung**?

The horse was taken by the man.

The horse was stolen by the man.

The horse has been taken by the man.

The horse has been stolen by the man.

The horses were beaten by the man.

The horses have been beaten by the man.

The lesson is written by the girl.

The lessons will be written by the girls.

The ball was thrown by Frank.

The balls have been thrown by the boys.

What word in each sentence expresses the action performed by the man? by the girl? by the boys?

What asserts the action in each sentence? What receives the action?

What is the use of the word **taken**? **stolen**? **beaten**? **written**? **thrown**?

What form of the verb is **taken**? **stolen**? **beaten**? **written**? **thrown**?

Write and learn :

Law: A verb used to express an action received by the subject and asserted by a relation word or words should be **the complete form**.

Fill each blank with the correct form of a verb, and tell in each case whether it expresses a condition of the subject or an action received by the subject :

1. *The water in the pond is ____.*
2. *Were the boys' feet ____?*
3. *The books were ____ to me by the children.*
4. *The dress is too badly ____ to be repaired.*
5. *The slates were ____ by the boys.*
6. *The carpet was ____ by John's mother.*
7. *The witness was ____ in by the judge.*
8. *The boy was ____ by a mad dog.*
9. *The sled appears ____.*
10. *The dress looks ____.*
11. *The apples were ____.*
12. *The horses were ____ last week.*
13. *The chicken was ____ by the fox.*
14. *Where have you ____ the paper?*
15. *The cloth will be ____ next week.*
16. *My pencil is ____ . I must get another.*
17. *The pencil was ____ by the fall.*
18. *The money was ____ from the box.*
19. *Very many apples have ____ from the tree.*

Summary of the Uses of the Complete Form of the Verb.

The complete form of the verb is used :

- (a) With **have, has** and **had** to show completed action; as, "You have broken the chair;" "She has torn her dress;" "I had read before he came."
- (b) As **an adjective** to show the condition of an object; as, "The broken dishes were thrown away;" "The stolen fruit was eaten by you."
- (c) With **an asserting relation word** to show a condition of the subject; as, "The plate is broken;" "The books are torn."
- (d) With **an asserting relation word** to show that the subject receives the action; as, "The window was broken by William;" "The apples were eaten by the boys."

Point out the complete form of the verb in each sentence and tell its use :

You have written six letters since yesterday.

The tree was torn up by its roots.

The independent candidate was beaten.

The girl was bitten by a mad dog.

The stolen goods were sold yesterday.

They found the hidden boat.

Our fallen heroes are honored by the people.

The train had gone before we reached the station.

He has hidden behind the box.

The piano is broken.

The apples are frozen.

Frozen apples soon decay.

List for Pronunciation. XII.

In pronouncing words of two or more syllables more force is given to one syllable than to another. This force is called **ac'cent**, and the syllable that receives the force is said to be **accent'ed**. Pronounce the following words, giving the proper ac'cent to each syllable :

Nouns.	Verbs.	Adjectives.
ac'cent	accent'	
Au'gust		august'
cem'ent	cement'	
con'tract	contract'	
	absent'	ab'sent
con'flict	conflict'	
con'trast	contrast'	
con'duct	conduct'	
prod'uce	produce'	
min'ute		minute'
con'vict	convict'	
ob'ject	object'	
es'cort	escort'	
pre'fix	prefix'	
re'tail	retail'	re'tail
com'pound	compound'	com'pound
con'cert	concert'	
con'vert	convert'	
per'fume	perfume'	
sur'vey	survey'	

Use each of the above words in a sentence that is long enough to show that you understand the meaning and the use of the word.

Lesson LVI.

Pronouns.

I am going to see my aunt Minnie, who lives near the school-house. She gave me the doll which I hold.

The boy who is drawing the cart is my cousin Frank. He came after me.

This is Frank's cart. Do you think it is pretty?

The robe that is before me is made of white fur.

Who is meant by **I**? What is the word **girl**? For what does the word **I** stand? Who is meant by **she**? What is the word **Minnie**? For what does the word **she** stand? For what does the word **he** stand? What is the word **Frank**?

For what does the word **you** stand? the word **it**? the word **who**? the word **which**? the word **that**?

For what do the words **she**, **he**, **you**, **I**, **who**, **it**, **which** and **that** stand?

Write and learn :

Definition: A word used for a noun is a **pronoun**.

Lesson LVII.

The Pronoun I.

I have a lamb.

The lamb loves
me.

I carry my lamb.

Who is meant by **I**?
by **me**? by **my**?



In what relation is
the pronoun **I** to the verb? In what relation is the pronoun
me to the verb? Which form is used as subject? Which
form is used as object? What is the subjective form?
What is the objective form?

The lamb is my lamb.

The lamb is mine.

What is the use of **my**? of **mine**? What form is **my**?
mine? Which possessive form is used with the noun? with-
out the noun?



Jane and I are sisters.

We go to school.

Mother sent us.

Who are meant by **we**?
How many are meant by **we**?
What form is it? In what re-
lation is **we** to the verb? What
form is it? What is the cor-
responding singular form?

How many does **us** mean? In what relation is **us** to the
verb? What form is it? What is the corresponding singular
form? What form is **I**? **we**? **me**? **us**?

These books are our books.

These books are ours.

What is the use of **our**? of **ours**? What form is **our**? **ours**? Which form is used with the noun? without the noun?

Write and learn :

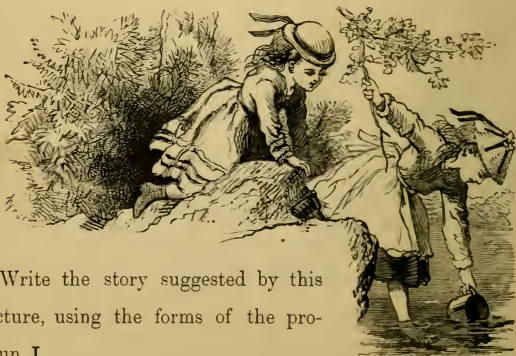
	Subjective Form.	Objective Form.	Possessive Forms.	
<i>Singular:</i>	I	me	my	mine
<i>Plural:</i>	we	us	our	ours

Law: The subjective form of the pronoun **I** is always a capital letter.

The forms of nouns are not changed to show their relation to the verb.

The forms of pronouns are changed to show their relation to the verb.

There is no such word as **ourn**.



Write the story suggested by this picture, using the forms of the pronoun **I**.

Lesson LVIII.

The Pronoun **You**.

You are a pretty doll.

I will put you in this chair,
and you may sit here half an
hour.

You must obey me. I dress
you every morning.

You are my doll, and this
is your chair.



Who is meant by **you**? by **your**? In what relation is the
pronoun **you** to the verb?

Notice that the pronoun **you** has the same form as object
that it has as subject.

In the foregoing sentences, is the pronoun **you** used with a
singular or a plural form of the verb?

The pronoun **you** as subject is always used with a plural verb.

This chair is your chair.

This chair is yours.

What is the use of **your**? of **yours**? What form is **your**?
yours? Which form is used with the noun? without the noun?

Write and learn :

Subjective Form.

you

Objective Form.

you

Possessive Forms.

your yours

Write ten sentences suggested by the picture on page 140,
using the forms of the pronoun **you**.

There is no such word as **yourn**.

Lesson LIX.

The Pronoun She.



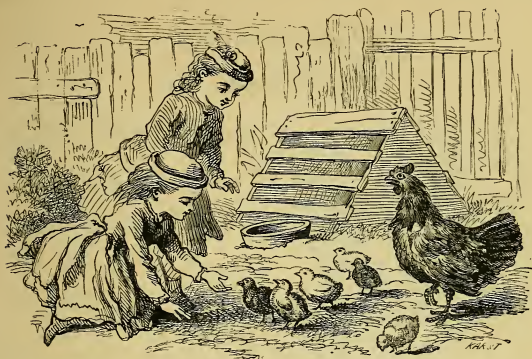
Ruth has a rabbit.
She feeds the rabbit.
The rabbit knows her.

Who is meant by **she**? by **her**? In what relation is **she** to the verb? In what relation is **her** to the verb? Which form is used as subject? as object? What is the subjective form? the objective form?

This rabbit is her rabbit.
This rabbit is hers.

What is the use of **her**? of **hers**? What form is **her**? **hers**? Why? Which form is used with the noun? without the noun?

Notice that two of the forms of the pronoun **she** are alike. Which are they?



They feed the chickens.
The chickens see them.
Their chickens are tame.

Who are meant by **they**? What is the corresponding singular form? Who are meant by **them**? What is the corresponding singular form? In what relation is each pronoun to the verb? Which form is used as subject? as object?

The chickens are their chickens.
The chickens are theirs.

Who are meant by **their**? by **theirs**? What form is **their**? **theirs**? Why? Which form is used with the noun? without the noun?

Write and learn :

	Subjective Form.	Objective Form.	Possessive Forms.
<i>Singular:</i>	she	her	her hers
<i>Plural:</i>	they	them	their theirs

There are no such words as **hern** and **theirn**.

Lesson LX.

The Pronoun He.

This dog belongs to Miles.

He feeds the dog.

Miles's dog loves him.

He pets his dog.

Who is meant by **he**? by **him**? by **his**?

In what relation is **he** to the verb? In what relation is **him** to the verb? What is the subjective form? the objective form?

The dog is his dog.

The dog is his.

What is the use of **his**? What form is **his**? Why?

Notice that the possessive singular forms of the pronoun **he** are alike.

The plural forms of the pronoun **he** are the same as the plural forms of the pronoun **she**.

Write and learn :

	Subjective Form.	Objective Form.	Possessive Forms.	
<i>Singular:</i>	he	him	his	his
<i>Plural:</i>	they	them	their	theirs

There is no such word as **hisn**.

Write ten sentences suggested by the picture on page 133, using the forms of the pronoun **he**.

Lesson LXI.

The Pronoun *It*.

What has Grace in her hat?

It is an egg.

She found it.

Its shell is white.

What is meant by *it*? by *its*?

In what relation is *it* to the verb in the second sentence? in the third?

Notice that the pronoun *it* has the same form as object that it has as subject.



Its shell is white.

What is the use of *its*? What form is *its*?

The possessive form of the pronoun *it* is never used without the noun.

The plural forms of the pronoun *it* are the same as the plural forms of the pronouns *she* and *he*. What are they?

Write and learn:

	Subjective Form.	Objective Form.	Possessive Forms.
<i>Singular:</i>	it	it	its
<i>Plural:</i>	they	them	their theirs

Never use the apostrophe in writing the possessive form of a pronoun.

Write ten sentences suggested by the picture on page 121, using the forms of the pronoun *it*.



Tell the story suggested by this picture, using the forms of the pronoun **he**.



Write the story suggested by this picture, using the forms of the pronoun **she**.

Write ten sentences suggested by this picture, using the forms of the pronoun **you**.



Tell a story suggested by this picture, using the forms of the pronoun **it**.

Lesson LXII.

The Pronoun Who.

Who reads? Who teaches?

Whom does she teach?

The boy who is reading
goes to school.

The boy whom you see in
this picture is Charles.

The boy whose book was
torn could not read his lesson.

Whose book has he?



Who is meant by **who**? **whom**? **whose**?

Of what pronoun is **whom** a form? Of what pronoun is
whose a form?

In what relation is **who** to the verb in the first sentence?
in the second? in the fourth?

In what relation is **whom** to the verb in the third sentence?
in the fifth?

Which form is used as subject? as object?

In the foregoing sentences, how many does **who** represent?
How many does **whom** represent?

Whose book is it?

Whose is it?

I do not know the boy whose book you have.

I do not know whose it is.

What is the use of **whose**? What form is **whose**?

Notice that the possessive forms of the pronoun **who** are alike.



Who recite?

Whom does she teach?

The children who are reciting are attentive.

The boys and girls whom you see in this picture are happy.

The three little girls whose mother is sick did not come to school to-day.

In what relation is each pronoun to the verb?

Notice that the singular and plural forms of **who** are alike.

Write and learn:

	Subjective Form.	Objective Form.	Possessive Forms.
<i>Singular:</i>	who	whom	whose whose
<i>Plural:</i>	who	whom	whose whose

Write ten sentences suggested by this picture, using the forms of the pronoun **who**.



Lesson LXIII.

The Pronouns That and Which.

The girl that is patting
the lamb is Elsie.

This is the lamb that
was given to her last
May.

The ribbon which she
bought for its neck is lost.



Write and learn :

	Subjective Form.	Objective Form.	Possessive Form.
<i>Singular:</i>	that	that	whose
<i>Plural:</i>	that	that	whose
<i>Singular:</i>	which	which	whose
<i>Plural:</i>	which	which	whose

The forms of the pronoun **who** are used to represent persons.

The forms of the pronoun **that** are used to represent persons or things.

The forms of the pronoun **which** are used to represent things.

Never use the forms of the pronoun **who** to represent things.

Never use the forms of the pronoun **which** to represent persons.



Fill each blank with a pronoun :

1. *These are the boys _____ we saw last winter with a sled. (See page 41.)*

2. *What is the name of the boy _____ sled was broken?*

3. *That is the boy in this picture _____ is pointing with his right hand.*

4. *What is the name of the boy _____ had a sled?*

5. *That is the boy _____ hands are behind him.*

6. *What is the name of the sled _____ this boy had?*

7. *A boy _____ is kind to his mates as Frank was to Harry will have friends.*



8. *This is the sled _____ Harry lost. You can see how careless he was.*

9. *A boy _____ is careless soon loses everything _____ is given to him.*

Lesson LXIV.

Relations of Words (Continued).



Wayne and I ride the horses.

In what relation is **I** to the verb? In what relation is **Wayne** to the verb? What form is each? What is the use of **and**?

The word **and** is used to show that the words or parts of a sentence between which it stands are in the same relation to some other word in the sentence.

You would not say, "Me rides the horse." Then do not say, "Wayne and me ride the horses." Give the reason.

The horses carry Wayne and me.

In what relation is **Wayne** to the verb? In what relation is **me** to the verb? What form is each?

You would not say, "The horse carries I." Then do not say, "The horses carry Wayne and I." Give the reason.

As you would present a glass of water to your friend before taking it yourself, or as you would allow a companion to pass through a door before rather than after you for the sake of politeness, so you should use a pronoun referring to the one with whom you talk before the pronoun referring to yourself.

You should say, "You and I are going," and not "I and you are going." Give the reason.

You should say, "The boy told you and me;" not "me and you." Give the reason.

To be polite, you should use a pronoun referring to the one with whom you speak before the noun or the pronoun referring to those of whom you speak.

You should say, "You, Mabel, and I are going;" and not "Mabel, you and I are going." Give the reason.

You should say, "Mother loves you, Henry, and me;" not "Mother loves, Henry, you and me." Give the reason.

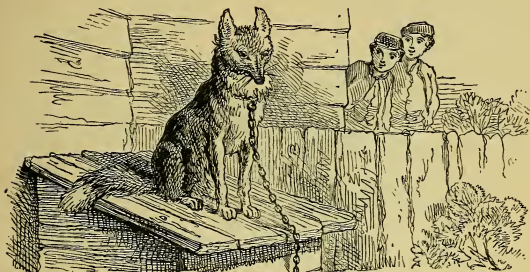
Fill each blank with a pronoun :

1. *Grace and ____ stand by the chair.*
2. *Miss Gray told Grace and ____ to stand here.*
3. *____ and ____ were whispering.*
4. *____ loves ____ and ____.*
5. *____ and ____ love ____.*
6. *____ and ____ met a lady.*
7. *A lady met ____ and ____.*
8. *____ and ____ passed the lady.*
9. *The lady passed ____ and ____.*
10. *He asked ____ and ____ to study.*
11. *The girl ____ you met is my sister.*
12. *The boy ____ arm was broken is very ill.*
13. *The bird ____ you gave me is dead.*

What is the use of the word **and** in the first ten sentences?

Tell the form of each pronoun you have used, and state why it should be that form.

Lesson LXV.

Relation Words.

The boys stand behind the fence.

The boys stand near the fox.

They are looking at the fox.

The fox sits on the box.

The fox is chained to the box.

The chain is fastened around the fox's neck.

What word tells where the boys stand, in reference to the fence? What word shows the relation of **stand** to **fence**? What is the word **behind** in the sentence for?

What word tells where the boys stand, in reference to the fox? What word shows the relation of **stand** to **fox**? What is the word **near** in the sentence for?

What word shows the relation of **are looking** to **fox**? What is the use of **at**?

What word shows the relation of **sits** to **box**? What is the word **on** in the sentence for?

What word shows the relation of **is chained** to **box**? What is the use of **to**?

What word shows the relation of **is fastened** to **neck**? What is the word **around** in the sentence for?

The nest hangs on the branch.

The nest between the birds belongs to them.



One bird flies past the nest.

The other bird looks at the nest.

What is the use of **on** in the first sentence?

What word shows the relation of **nest** to **birds**? What is **between** in the sentence for?

What word shows where the bird flies, in reference to the nest? What word shows the relation of **flies** to **nest**? What is the word **past** in the sentence for?

What is the use of **at** in the fourth sentence?

Write and learn:

Definition: A word used to show relation is a **relation word**.

The chair before the table is broken.

The chair beside the table is broken.

The chair by the table is broken.

The picture hangs above the sofa.

The water flows through a spout.

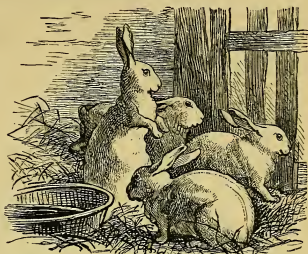
The water flows into the tub.

Point out the relation words in the foregoing sentences. Tell what relation each shows.

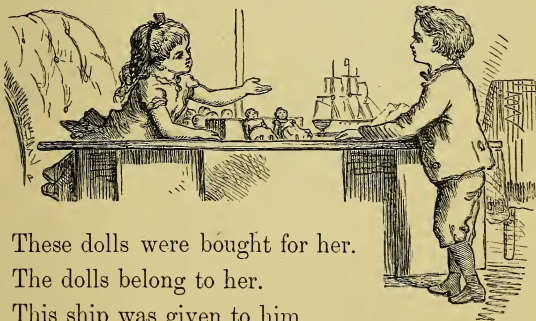
What is a relation word?

These rabbits belong to me.

They were bought for me.



What is **to** in the sentence for? What form is **me**? Why?
For what purpose is **for** in the sentence? What form is **me**? Why?



These dolls were bought for her.

The dolls belong to her.

This ship was given to him.

The ship was made for him.

Anna plays with him.

Frank plays with her.

Point out the relation word in each of the foregoing sentences. What relation does each show?

What form of the pronoun is used after the relation word?

Relation Words.

above	behind	by	on
around	below	for	past
at	beside	into	with
before	between	near	through

Use each of the above relation words in a sentence.

List for Pronunciation. XIII.

Give the sound of **i** as heard in the word **pin**. Give it five times. Put this sound into each of the following words:

i	i	i	i
direct	imitate	divulge	diploma
piazza	pianist	piano	digestion
finance	dilute	digest	direction
diminish	divorce	divisor	dividend

List for Pronunciation. XIV.

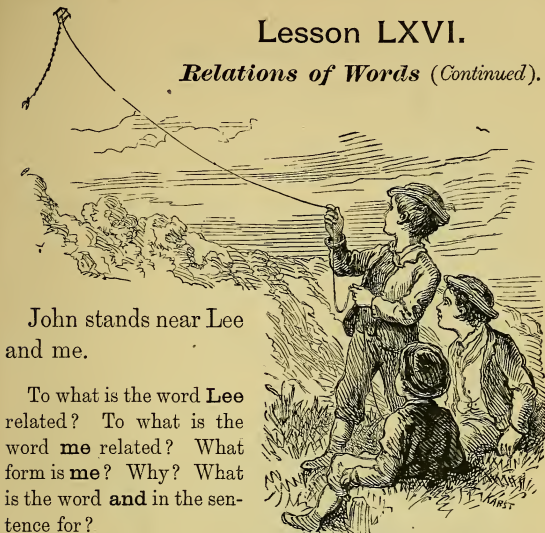
In the following words **x** has the sound of **ks** as heard in the word **tax**:

x	x	x	x
tax	excel	excuse	exclamation
wax	expel	express	exhibition
expect	except	excite	expression

In the following words **x** has the sound of **gz** as heard in the word **example**:

x	x	x	x
example	exist	exact	exertion
examine	exalt	exert	exaggerate
exactly	exhale	exhibit	examination

Lesson LXVI.

Relations of Words (Continued).

John stands near Lee and me.

To what is the word **Lee** related? To what is the word **me** related? What form is **me**? Why? What is the word **and** in the sentence for?

Would you say, "John stands near I"? Then do not say, "John stands near Lee and I." Give the reason.

The table before Nettie and me is new.

Would you say, "The table before I"? Then do not say "The table before Nettie and I." Give the reason.

Fill each blank with a pronoun :

1. Father bought a book for ____ and _____. He gave the book to ____ and _____. John and _____ can read the book. The book belongs to ____ and _____. He and _____ like the book.

2. The apple was divided between ____ and _____. To _____ did _____ give the apple? _____ did he give it to? _____ did he buy it for?

3. I played with ____ and ____.
4. This chair is between ____ and ____.
5. The book lies near ____ and ____.
6. ____ will he send?
7. For ____ will he go?
8. ____ did he hurt?
9. He will ask ____ and ____ many questions.
10. ____ and ____ are going to New York.



One day last week Ward and ____ went to the brook to catch fish. ____ carried the pole and ____ carried the bait. The boy ____ you see sitting on the root of the tree is Ward. Soon ____ saw an eel swimming in the water. ____ had no hook, so ____ thought ____ could catch the eel with my hands before ____ could put the bait on ____ hook. ____ am the boy ____ is in the water.

Lesson LXVII.

Relations of Words (Continued).

Who is he?

(*He is John.*)

John is he.

Who is meant by **he** in the first sentence? by **who**? What form is **who**? What form is **he**? What is the subject of the sentence? To what word is **he** related? What word asserts that **he** is related to **who**?

In the second sentence to what is the word **John** related? To what is the pronoun **he** related in the third sentence?

What word in each sentence asserts the relation?



Who is she?

(*She is Mary.*)

Mary is she.

In the first sentence who is meant by **she**? by **who**? What form is each pronoun? In what relation is **who** to the verb?

To what word is **she** related? What asserts the relation? To what is the word **Mary** related in the second sentence? To what is **she** related in the third sentence?

What in each sentence asserts the relation?





Who is playing?

(I am playing.)

It is I.

Who is meant by *it* in the third sentence? by *I*? What form is each pronoun? To what is the word *I* related? What asserts the relation?



1. Who are playing?

(We are playing.)

2. It is we.

3. It is they.

4. It is John and I.

5. It is she and he.

In the second sentence who are meant by the pronoun *it*? by *we*? To what is the pronoun *we* related? What asserts the relation?

In the third sentence who are meant by the pronoun **it**? by **they**? To what is **they** related? What asserts the relation?

Point out the relation words in the fourth and fifth sentences.

What relation does each assert?

What form is each pronoun?

Write and learn:

Law: Use the same form **after the asserting relation word** as is found before it when the two words mean the same person or thing.

She told John to go.

What is the word **go**? Who is to perform the act expressed by the word **go**? What is the subject of **to go**?

She told him to go.

Who is to perform the act expressed by the verb **go**? What is the subject of **to go**?

What form is **him**?

Him to go is the object of told; **him** is the subject of to go.



They asked him to stay.

They told her to go.

The teacher told them to come.

What is the subject of **to stay**? **to go**? **to come**?

The subject of a verb with **to** before it must be the objective form.



He asked me
to ride.

What is the ob-
ject of **asked**?
What is the sub-
ject of **to ride**?
What form is **me**?
Why?

We invited them to stay.

What is the object of **invited**? What is the subject of **to stay**? What form is **them**? Why?

He commanded her to do the work.

What is the object of **commanded**? What is the subject of **to do the work**? What form is **her**? Why?

I took it to be him.

What is the object of **took**? What is the subject of **to be him**? What form is **it**? Why?

Who is meant by **him**? To what word is **him** related? What asserts the relation? What form is **him**? Give the reason.



You believed it to be her.

What is the subject of **to be her**?
What form is **it**? Who is meant by **her**?
To what word is **her** related?
What asserts the relation? What form is **her**? Why?

She knew it to be them.

What is the object of **knew**? What is the subject of **to be them**? What form is **it**? Why?

Who are meant by **them**? To what word is **them** related? What asserts the relation? What form is **them**? Why?

Law: When the two words mean the same person or thing, the same form is used **after the asserting relation word** as before it.

Fill each blank with a pronoun:

1. *Who whispered? It was _____ and _____.*
2. *Who knocked? _____ girls. It was _____.*
3. *Who does it? It is _____.*
4. *Who are going? _____ and _____ are going.*
5. *It is _____ who sees you.*
6. *It was _____ who brought the flowers.*
7. *It is _____ is glad.*
8. *It must have been _____.*
9. *I took it to be _____.*
10. *You asked _____ to stay.*
11. *I believe _____ to be honest.*
12. *I cannot believe it to be _____.*
13. *Is it _____? No; it is _____.*
14. *_____ do you think it is?*
15. *I thought it to be _____.*
16. *I thought it was _____.*
17. *_____ and _____ must finish the work.*
18. *_____ will he promote?*
19. *_____ do you think it is?*
20. *The girl _____ you sent is my cousin.*
21. *He does not know _____ to send.*
22. *I do not know _____ you mean.*
23. *It is not _____ who are to blame.*
24. *The trouble is between _____ and _____.*

Tell the form of the pronoun used in each of the foregoing blanks, and give the reason in each case.

Lesson LXVIII.

Relations of Words (Continued).

Each pupil has a book.

Each of these pupils has a book.

How many does the expression **each pupil** mean?

In the second sentence how many does **each** mean? Does the verb relate to **each** or to **pupils**? With what should the verb agree? Then do not say, "Each of these pupils have a book." Give the reason.

Every pupil owns a book.

Every one of these pupils owns a book.

How many does the expression **every pupil** mean?

Is the expression **every one** singular or plural?

What mistake is sometimes made in the second sentence? Can you tell what causes the mistake?

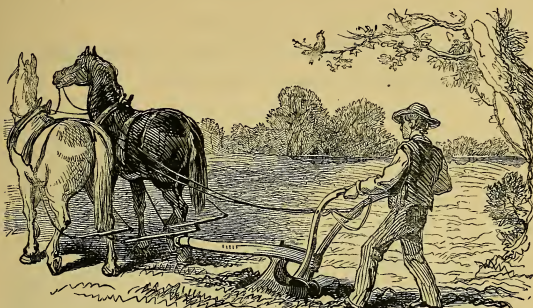
Every one means **all** taken one at a time.

Every book, every slate, every box and every pencil on this table belongs to you.

Each book, each slate, each box and each pencil belongs to him.

What mistakes are sometimes made in sentences like the above?

What form should the verb be? Why? With what must the verb agree?



Neither horse is mine.

Neither of these horses is mine.

Either horse is ready to go.

Either of these horses is ready to go.

To what in each sentence is the verb related?

The expression **neither horse** means how many?

In some of the foregoing sentences, if you are not careful, you will use verbs in the plural form instead of in the singular form. Why is it wrong to use a verb in the plural form? What causes one to make the mistake? With what must the verb agree?

You, but not I, are to blame.

She, but not you, is to blame.

Not you, but I am the one who did it.

What stands in the relation of subject in the first sentence? in the second? in the third?

With what in each sentence must the verb agree?

If one is not careful, what mistake will he make in each sentence? Give the reason.

Write and learn :

Law: A verb must have the form of the noun or pronoun to which it is related.



Jane and Laura are going home.

Laura and her sister were at school.

Jane and I are friends.

Laura, Jane and I go to Boston next Tuesday.

In what relation are **Jane** and **Laura** to the verb?

What is the subject of the verb in the first sentence? in the second? in the third? in the fourth?

To how many nouns or pronouns in each sentence has the verb the same relation? What form is each verb?

Write and learn :

Law: A verb having the same relation to two or more nouns or pronouns used as a single subject must be the plural form.

Fill each blank with a verb :

1. *Each of the pupils _____ the same lesson.*
2. *Either one of the schools _____ good.*
3. *The cat and the dog _____ near the barn.*
4. *Either one of them _____ pretty. Neither one of them _____ pretty.*
5. *_____ the boy and the girl late?*
6. *Every book and every knife _____ yours.*
7. *Each man, each woman and each child _____.*
8. *She, but not I _____ writing.*
9. *Not she, but I, _____ writing.*
10. *The cow, the sheep and the goat _____ ruminants. Each _____ an animal.*
11. *The horses, but not the carriage, _____ injured.*
12. *The carriage, but not the horses, _____ injured.*
13. *The large black horse and the small red cow _____ in the pasture.*
14. *Not the boys, but she _____ going.*

Lesson LXIX.

Relations of Words (Continued).

Each one thinks he can lift the stone.

Every one thinks he can do the work.

Who is meant by **each one**? Who is meant by **he**?

To what does the pronoun **he** relate? For how many does **each one** stand?

Should the pronoun that relates to **each one** be singular or plural? What is the pronoun **he** related to in the second sentence?

Should the pronoun that relates to **every one** be singular or plural? Why?

No one knows what he can do until he tries.

Every one knows what he can do after he has tried.

What form is **no one**? In the first sentence who is meant by **he**? How many does the pronoun **he** represent? What pronoun is often used instead of **he** in sentences like the above? Is it wrong to use the plural form in the first sentence? Give the reason.

What form is **every one**? What form should the pronoun be that relates to **every one**? Suppose the pronoun **they** be used instead of **he**, would the sentence be right? Give the reason.

This is a very common mistake. Be careful not to make it.

Lesson LXX.

Relations of Words (Continued).

Each girl has her arms folded.

Who is meant by **her**? How many does **her** represent? To what does the pronoun **her** relate? What pronoun is frequently used instead of **her** in sentences like the above? Is it right? Give the reason.

Every girl has her arms folded.

Why is it wrong to use **their** in the above sentence in place of **her**?

All have their arms folded.

Who are meant by **all**? by **their**? What form is **their**? Is the word **their** used correctly in this sentence? Give the reason.

The lady told each boy to hold his book in his left hand.

Each boy holds his book in his left hand.

Every boy holds his book in his left hand.

Who is meant by the pronoun **his**? To what is **his** related? How many does **his** mean? What is the corresponding plural form? Is it right to use the plural form in these sentences? Give the reason.



The boys and girls in this class are prompt.

Each pupil raises his right hand.

Every one raises his right hand.

No one raises his left hand.

To what in each sentence does the pronoun **his** relate? Should the singular or the plural form of the pronoun be used? Give the reason.

The forms of the pronoun **he** are used to relate to **one**, **each**, **any one**, **no one** or **every one**, if the word stands for either a male or a female.

Write and learn :

Law: A pronoun relating to a word representing a single person or thing must be **the singular form**.

Fill each blank with a pronoun :

1. *Every one attends to ____ own business.*
2. *Each pupil knows how to do ____ work.*
3. *No one knows what the future has in store for _____. No one can tell _____.*
4. *Every one looks out for _____.*
5. *Each one must be the judge of ____ own feelings. No one can judge for _____.*
6. *I wish every one would do ____ work as well as _____ can.*
7. *Whenever this rude boy or girl meets any one, _____ shouts at _____.*
8. *All the pupils in this class must learn _____ lessons. No one should neglect _____ work.*
9. *No one knows what will happen to _____.*
10. *No one knows what will become of _____.*
11. *Every one should strive to do the best _____ can. All must do _____ best work.*
12. *He does not know what _____ can do until _____ tries. If one tries, _____ will know.*
13. *Who has _____ lesson prepared?*

Lesson LXXI.

Relations of Words (Continued).

He jumps farther than I jump.

He jumps farther than I.

What is the comparison made in each sentence?

Than is a relation word showing comparison.

What form is the pronoun **he**? What form is the pronoun **I** in the first sentence? In what relation is each to its verb? Is there any difference in meaning between the two sentences? What is the difference between the two sentences? Do you think one is better than the other? Why? After what is the pronoun **I** used in the second sentence?

Write and learn :

Law: A pronoun used alone after a relation word showing comparison, stands for a sentence.

In the second sentence what pronoun stands for a sentence? What form is the pronoun with which it is compared?

He is taller than she is.

He is taller than she.

She is shorter than he is.

She is shorter than he.

What is the difference between the first and the second sentences?

What does the pronoun **she** represent in the second sentence? After what relation word is it used? What form is the pronoun with which it is compared?

In the fourth sentence what does the pronoun **he** represent? What form is the pronoun **he**? What form is the pronoun with which it is compared?



He gave her more than he gave me.

He gave her more than me.

He gave her more than he gave him.

He gave her more than him.

What is the difference between the first and the second sentences?

In the second sentence what does the pronoun **me** represent? What form is the pronoun **me**? What form is the word with which it is compared?

What form is the pronoun **him**? What form is the word with which it is compared?

Write and learn :

Law: A pronoun that stands for a sentence after a relation word showing comparison must be of **the same form as the word with which it is compared.**

Would you say, "He jumps farther than me"? Why?

Is it right to say, "He gave her more than I"? Why?

She is as strong as he is.

She is as strong as he.

What shows the comparison in each of the foregoing sentences?
Why is the subjective form he used in the second sentence?

I gave him as much as I gave her.

I gave him as much as her..

She gave him as much as me.

What shows the comparison in each of the above sentences?

In the second sentence what does the pronoun **her** represent? What form is the pronoun **her**? What form is the pronoun with which it is compared?

Fill each blank with a pronoun :

1. *She is taller than _____.*
2. *He is younger than _____.*
3. *She can write as well as _____.*
4. *He told her more than _____.*
5. *She lifts as much as _____.*
6. *He helped me as much as _____.*

Let each pupil compare himself with the boys or girls represented on pages 55, 63, 66, 94 and 120.

Summary of the Uses of Pronouns.

The pronoun is used :

- (a) As a subject. When so used it must be **the subjective form**; as, "They study;" "He works;" "She and I went to the concert."
- (b) As an object. When so used it must be **the objective form**; as, "He saw me;" "John sent them;" "The lady loves you and me."
- (c) As an adjective. When so used it must be **the possessive form**; as, "His book lies on the desk;" "The boys study their lessons;" "The boy whose arm was broken died last night."

- (d) After a relation word showing place, direction or ownership, etc. When so used it must be in **the objective form**; as, "He went with me;" "The book lies before me;" "The horse belongs to me."
- (e) After a relation word asserting something of the subject. When so used it must be of **the same form as the subject**; as, "It is I;" "I am he;" "It was they;" "I believe it to be him."
- (f) After a relation word showing comparison. When so used it must be of **the same form as the noun or pronoun with which it is compared**; as, "She is happier than he;" "He is as good as she;" "He gave her as much as me."

Lesson LXXII.

Contracted Forms.



The boy's hat is in the well.

He doesn't know how to get it.

Why doesn't he call his father?

Of what words is the word **doesn't** made? What letter is omitted? What is there to

take the place of the letter that is omitted.

Now his father comes.

They don't need the bucket.

They will get it now.

Of what words is the word **don't** made? What letter is omitted? What is the use of the apostrophe?

What form is **doesn't**? What form is **don't**? Which form is used with a plural subject? with a singular subject?

Don't, unless it is used with **I**, is plural, and must be used with a plural subject.

Would you say, "James do not know how to saddle a horse"? Then do not say, "James don't know how to saddle a horse." Give the correct expression.

aren't	= are not	isn't	= is not
can't	= cannot	ma'am	= madam
doesn't	= does not	o'clock	= of the clock
don't	= do not	'tis	= it is
hasn't	= has not	'twas	= it was
haven't	= have not	wasn't	= was not
I'd	= I would	weren't	= were not
I'll	= I will	won't	= will not
I'm	= I am	wouldn't	= would not

How is each of the above shortened forms made? What is the use of the apostrophe?

Write and learn :

Definition: A word made of one or more words by omitting one or more letters is a **contracted form**.

Law: The apostrophe is used to show that one or more letters are omitted.

Use each of the foregoing contracted forms in a sentence.

There are no such words as **ain't**, **hain't**, **wa'n't** and **das'n't**.

Fill each blank with a contracted form :

1. *The girl* _____ *writing.*
2. *The boys* _____ *writing.*
3. *Why* _____ *she write? She* _____ *any pencil.*
4. *Why* _____ *the boys write?*
5. *They* _____ *any pencils.*
6. *Unless they write, they* _____ *learn.*
7. *Why* _____ *Frank skate? He* _____ *any skates.*
8. *Why* _____ *he buy a pair of skates?*
9. _____ *his father buy him a pair of skates?*

Lesson LXXIII.

Say What You Mean.

Mary, what do you think about it?

It isn't right, I don't think.

What is it you think?

I think it isn't right.

You told me a moment ago that that is what you don't think.

What have you used in the sentence that is wrong? What does the sentence mean? What should you say?

"I think it isn't right."

John, where is your book?

I haven't no book.

What does "I haven't no book" mean?

What should you say?

What is the meaning of **no**? of **not**? of **nothing**? of **never**?

These words are negatives.

Write and learn :

Law: Never use **two negative words** to express a negation or a denial.

Fill each blank :

1. *He is sick. He will _____ be _____ better.*
2. *She _____ do _____, or she does _____.*
3. *He _____ want _____ to eat.*
4. *You _____ meet _____ one this morning.*
5. *She met _____ one.*
6. *He _____ give me _____ book. I have _____ in my hands.*
7. *You will _____ be _____ taller.*
8. *He said _____ about it to _____.*

Lesson LXXIV.

Relations of Words (Continued).

Ella is either four or five years old. She can neither read nor write.

Neither the slate nor the pencil is hers.

She drew either the bird or the fish yesterday. Now she will draw either a dog or a cat.



Is the word **nor** used with **either** or with **neither**? With what is **or** used? If you are not careful, you will use **or** with **neither**. Why is it wrong?

Write and learn :

Laws: With neither use nor.

With either use or.

Fill each blank with **or** or **nor** :

1. *Neither Ella ____ Paul is going.*
2. *Either you ____ he is wrong.*
3. *Neither the boys ____ the girls do the work.*
4. *You told either the boy ____ the girl to go.*

Write ten sentences suggested by the pictures on pages 129 and 144, using **either** and **or** or **neither** and **nor** in each.

Lesson LXXV.

Relations of Words (Continued).



Miss Clarke is teaching these boys and girls to read.
 She tells them to read as she reads.
 They read as she reads.
 They do as she does.

In the second sentence what is the likeness expressed? What expresses the likeness? What is the use of the word **as**? What is the likeness expressed in the third sentence? in the fourth? What is the word **as** in each sentence for?

Notice that a sentence is used after **as** each time.

O, I see my squirrel has teeth like the rat's teeth.
Has the cat teeth like the rat's teeth? No; here is the cat. You see her teeth are not like the rat's. Her teeth are like the dog's.

What animals besides the squirrel have teeth like the rat's teeth?

In the first sentence what is the likeness expressed? What shows the relation in the sentence?

Do you find a sentence after **like**? What is the likeness expressed in the second sentence? in the fourth? in the fifth? in the sixth?

What relation does **like** show in each of the foregoing sentences? Do you find a sentence after **like**?

Write and learn:

Laws: Use **like** to show relation between **words** that express a likeness.

Use **as** to show relation between **sentences** that express a likeness.

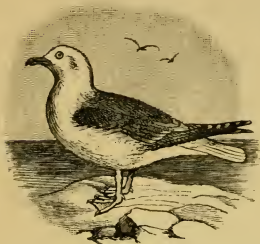
Fill each blank:

1. *How much this boy looks* ____ ____ ____!
2. *He is* ____ ____ ____.
3. *He does* ____ ____ _____. *He acts* ____ ____ ____.
4. *He sings* ____ ____ ____.
5. *The swan's feet are* ____ ____ ____.

Write ten sentences suggested by the pictures on pages 150 and 158, using **like** and **as**.

Composition XLII.

(COMPARISON.) (ORAL AND WRITTEN.)



A BIRD

AND

A FISH

The body of a bird is somewhat boat-shaped, and is covered with feathers. The body of a fish is long and tapering, and is covered with scales.

A bird has two wings for flying, and two legs and feet for walking or swimming. Instead of wings, legs and feet, a fish has fins for swimming.

The head of a bird is small and round; it is situated above the body, and is joined to it by the neck. The head of a fish is large and flat; it is situated on a level with the body, and is directly joined to it. The mouth of a bird is prolonged into a hard beak or bill, and is without teeth. The mouth of a fish is large and furnished with teeth.

A bird breathes by means of lungs, and lives in the air. It can move about on the land or in the water. A fish breathes by means of gills, and lives in the water. It cannot live out of the water.

Notice the order of thought in the foregoing composition, and notice the paragraphing.

Notice also the following outline of thought, and in connection with it study carefully the pictures, or, if possible, study the animals.

Write a composition on the same subject.

Outline.

Body, shape and covering.
Limbs or means of moving about.
Shape and position of the head.
Kind and shape of mouth-part.
How each breathes.
Where each lives.

Composition XLIII.

(COMPARISON.) (ORAL AND WRITTEN.)



A BIRD

AND

A SQUIRREL.

Outline.

Body, shape and covering.
Limbs or means of moving about.
Shape and position of the head.

Kind and shape of mouth-part.

How each breathes.

Where each lives.

Study the pictures carefully; study the outline. Write a composition comparing "A Bird and a Squirrel."

Composition XLIV.

(COMPARISON.) (ORAL AND WRITTEN.)



A SQUIRREL

AND

A FISH.

Outline.

Body, shape and covering.

Limbs or means of moving about.

Shape and position of the head.

Kind and shape of mouth-part.

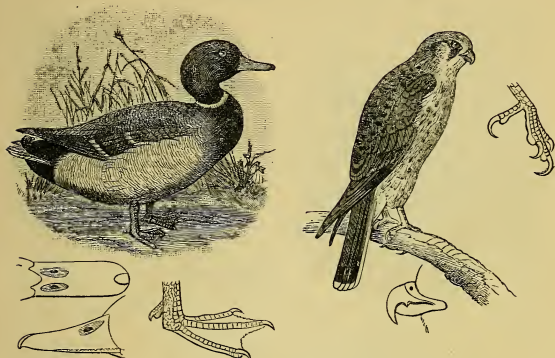
How each breathes.

Where each lives.

Study the pictures carefully; study the outline. Write a composition comparing "A Squirrel and a Fish."

Composition XLV.

(COMPARISON.) (ORAL AND WRITTEN.)

**A DUCK****AND****A HAWK.**

Boat-shaped body; soft, oily feathers; wings of medium size; short tail; short legs, placed far back and far apart; front toes united by a web; hind toe short and elevated.

Short, slender neck; narrow head; broad, flat bill.

Eats grass and grain, and small animals which it obtains in the mud and water; swims; dives; lays eggs.

Stout body; feathers not oily; wings strong, long and broad; broad tail; short, strong legs, placed near the centre of the body; front toes not united by a web; hind toe long and on a level with the front toes; strong, hooked claws.

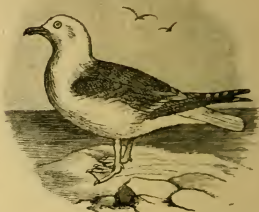
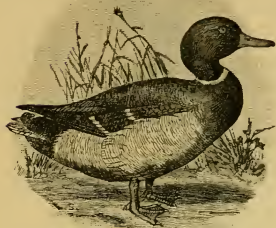
Short, thick neck; large, flat head; strong, thick, hooked bill.

Eats rats, rabbits and other small animals, which it seizes with its claws and tears with its bill; does not frequent the water; lays eggs.

Write a composition comparing "A Duck and a Hawk."

Composition XLVI.

(COMPARISON.) (ORAL AND WRITTEN.)

**A DUCK****AND****A GULL.**

Boat-shaped body; soft, oily feathers; wings of medium size; short tail; short legs, placed far back and far apart; front toes united by a web; hind toe short and elevated.

Short, slender neck; narrow head; broad, flat bill.

Eats grass and grain, and small animals which it obtains in the mud and water; swims; dives; lays eggs.

Body small and light; soft, oily feathers; wings long and pointed; long tail; legs short, and placed near the centre of the body; front toes united by a web; hind toe short and elevated.

Short, slender neck; small head; narrow, straight bill, slightly curved at the tip.

Eats animal food; swims; is not a good diver; lays eggs.

Write a composition comparing "A Duck and a Gull."

Composition XLVII.

(COMPARISON.) (ORAL AND WRITTEN.)

**A SQUIRREL****AND****A CAT.**

Long, slender body; fur; bushy tail; slender legs; four toes on each fore-foot; five toes on each hind-foot; long, sharp, curved claws.

Round head; two long, sharp, chisel-shaped front teeth in each jaw fitted for gnawing; broad, rough back teeth.

Eats vegetable food; gnaws; lives in trees or burrows in the ground; sits on its haunches; holds its food with its fore-paws.

Long, slender body; fur; long tail; slender legs; five toes on each fore-foot; four toes on each hind-foot; sharp, curved, retractile claws.

Short, broad head; long, pointed front teeth in both jaws, fitted for tearing; sharp, uneven back teeth.

Eats animal food; gets its food by watching for and springing upon it; sees well in the dark.

Write a composition comparing "A Squirrel and a Cat."

Composition XLVIII.

(COMPARISON.) (ORAL AND WRITTEN.)

**A SQUIRREL AND A BEAVER.**

Long, slender body; fur; bushy tail; slender legs; four toes on each fore-foot; five toes on each hind-foot; long, sharp, curved claws.

Round head; two long, sharp, chisel-shaped front teeth in each jaw fitted for gnawing; broad, rough back teeth.

Eats vegetable food; gnaws; lives in trees or burrows in the ground; sits on its haunches; holds its food with its fore-paws.

Long, heavy body; broad, flat, scaly tail; fore-legs shorter than hind-legs; five toes on each foot; the hind-toes united by a web; sharp, curved claws.

Flat head; two long, sharp, chisel-shaped front teeth in each jaw fitted for gnawing; broad, rough back teeth.

Eats vegetable food; gnaws; frequents water; is cunning; builds dams; makes two-story houses, with lower story under water.

Write a composition comparing "A Squirrel and a Beaver."

Composition XLIX.

(COMPARISON.) (ORAL AND WRITTEN.)

POLLY'S DOLLY.

Shining eyes, very blue,
Opened very wide ;
Yellow curls, very stiff,
Hanging side by side ;
Chubby cheeks, very pink ;
Lips red as holly ;
No ears, and only thumbs,—
That's Polly's Dolly.

Merry eyes, very round ;
Hair crimped and long ;
Two little cherry lips
Sending forth a song ;
Very plump and rather short ;
Grand ways to Dolly ;
Fond of games, fond of fun,—
That's Dolly's Polly.

Write a comparison between the girl and the doll as suggested by the poem.

Composition L.

(COMPARISON.) (ORAL AND WRITTEN.)

THE VIOLET.

Down in a green and shady bed
A modest violet grew ;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
Its colors bright and fair ;
It might have graced a rosy bower
Instead of hiding there.

Yet there it was content to bloom,
In modest tints arrayed ;
And there diffused its sweet perfume
Within the silent shade.

Then let me to the valley go,
This pretty flower to see,
That I may also learn to grow
In sweet humility.

—*Jane Taylor.*

THE POPPY.

High on a bright and sunny bed
A scarlet poppy grew ;
And up it held its staring head,
And thrust it full in view.

Yet no attention did it win
By all these efforts made,
And less unwelcome had it been
In some retired shade.

For though within its scarlet breast
No sweet perfume was found,
It seemed to think itself the best
Of all the flowers around.

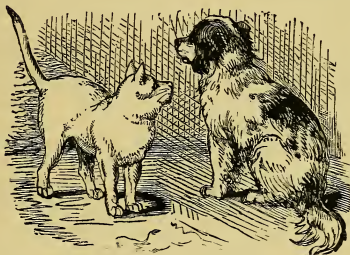
From this I may a hint obtain,
And take great care indeed,
Lest I appear as pert and vain
As is this gaudy weed.

—Jane Taylor.

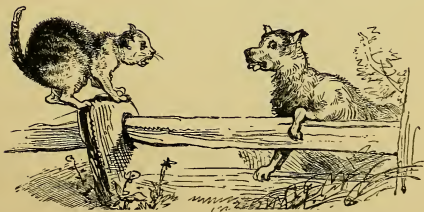
Write a comparison between the violet and the poppy as suggested by the poems.

Composition LI.

(COMPARISON.) (ORAL AND WRITTEN.)



THE FRIENDS.



THE ENEMIES.

Write a composition comparing "The Friends" and "The Enemies."

Lesson LXXVI.

Choice of Words.

Expect means **look for**, **await** or **hope**.

The word **expect** should be used in relation to some act not yet done, and not in relation to some completed act.

I expect my friend to come next week. I expect to go to school next year. We expect to go to Chicago to-morrow.

Is the expected act done or to be done, in each of the above sentences?

It is wrong to say, "I expect he is at home." Why? What should it be? You often hear one say, "I expect it is my fault." Is it right? What should it be? Give the reason.

I think he did it. _____

What is frequently used in sentences like the above instead of **think**? Is it right? Give the reason.

Fill each blank :

1. I ____ *your friend has arrived.*
2. I ____ *he came last night.*
3. I ____ *she is angry with me.*
4. I ____ *she does not like me very well.*
5. I ____ *you think he is not a good boy.*
6. I ____ *she sang in the choir last night.*

If you are not careful, you will use the word **expect** in each of the foregoing sentences. How can you avoid it?

Guess what I have. I guess you have a butterfly.

What is the meaning of **guess** in each of the foregoing sentences?

One may guess at what he does not know. He may guess riddles or he may guess what you have when he is blindfolded.

Is it right to use **guess** as it is used in the foregoing sentences?

You frequently hear one say, "I guess I shall go to-morrow."

Guess is not the right word to use in this sentence. Give the reason.

Is it right to use the word **guess** in filling the blanks on page 190?

You should never use the word **guess** to express an opinion, expectation or intention.

Will the boys get the nest?

They are trying to get the nest.



The boys have the nest.

They worked until they got it.

The boys worked to get the nest.



They obtained the nest by working for it.

It is impossible to get anything without effort.

Get means **obtain by effort**.

"I have **got** a **doll**," said Nettie. "My doll has **got** a broken arm."

Nettie means "I have a doll" or "I own a doll."

Since **get** means **obtain by effort**, is it right to use it in the sense of possession?

Write ten sentences suggested by the pictures on page 191, using the verb **get**.

One day little Mary and her aunt were in a toy-shop. Little Mary wanted a new doll. After looking a short time, she said, "O, auntie, can I buy this doll?"

Mary's question means: "Is it possible for me to buy this doll?" This is not what Mary intended to ask. She wished to know if her aunt would give her permission to buy the doll. She should have said, "O, auntie, **may** I buy this doll?" Many persons make this mistake; they ask if it is possible for them to do something, when they wish to ask permission to do it.

1. ____ *the boy get my book and slate?*
2. ____ *Frank have this apple?*
3. ____ *James go home at three o'clock?*
4. ____ *I go now?*

What does each of the above sentences mean if you use the word **can**? What word should be used? Give the reason.



Write ten sentences suggested by this picture, using the words **can** and **may**.

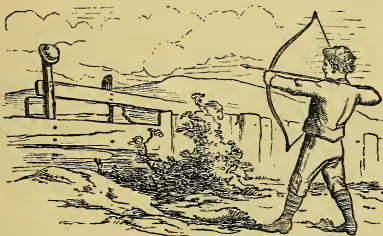
In using the words **can** and **may** you must think of what they mean.

I will try to see you next week.

What is it you will try to do? To what is **see you** related? What shows the relation? Is it right to use **and** instead of **to** to show the relation in sentences like the foregoing? Give the reason.

Do you ever hear such expressions as "I will try and go"? "I will try and meet you at one o'clock"? "Try and come early"?

Are these expressions right? Give the reason.



Write ten sentences suggested by this picture, using the word **try**.

Overflow means **flow over** or **spread over**, as water, **run over**.

The forms of **overflow** are:

Present Forms.		Past Form.	Complete Form.
overflow	overflows	overflowed	overflowed

Is it right to say, "The river has overflowed its banks"? Give the reason.

"A person ought to speak the truth" means *It is his duty to speak the truth.*

"You ought to go to school" means *You should go to school, or, It is your duty to go to school.*

Ought has no complete form, and should never be used with **have**, **has** or **had**.

"He had ought to behave."

"He hadn't ought to go."

Are the foregoing sentences correct? Give the reason.



Write five sentences suggested by this picture, using the verb **ought**.

With what form of the verb is **have**, **has** or **had** used?

"John had better go soon."

Omit the word **better** and read the sentence.

What form of the verb is **go**?

Is it right to use **had** with this form of the verb?

Say, "John would better go" or "John ought to go."

"We had better study, or we won't get our lesson."

"I had rather go to school than stay at home."

Are these sentences correct? Give the reason.

Write ten sentences suggested by this picture, using **would better** and **would rather** or **might better**.



“I did not understand you.”

“What did you say? What?”

It is correct to use any one of the above expressions if you do not understand what one says. It is incorrect to say **how**. Give the reason. What does **how** mean?

Nice means **pleasing to the taste, delicate, made by skillful hands, accurate**.

One may say, “He has built a nice house.” Give the reason. “That is a nice building.” Why?

He gave his mother a very nice painting.

Is **nice** correctly used in the above sentence? Give the reason.

Anything that is pleasing to the sight is beautiful.

Is it right to say, “We had a beautiful dinner to-day,” or “Isn’t this bread beautiful”? Give the reason.

Would you say, “She makes beautiful cake”? Give the reason.

You often hear expressions like the above.

"Oh! isn't that a lovely hat?" exclaimed Ruth.

"I think it is too lovely for anything," said Ella.

What does **lovely** mean? Is **lovely** correctly used in these sentences?

Splendid means **shining, very bright, showy.**

You have been to Anna's party. How did you enjoy yourself?

"O, I had a splendid time."

A "**splendid time**"? What do you mean by that?

Did Anna have everything arranged in good taste?

"O, yes; everything was grand and elegant."

Are the words **splendid, grand** and **elegant** correctly used in these sentences? Give the reasons.

Do not apply the words **nice, splendid, delicious** and **charming** to everything that pleases you.

Do not speak of things that are simply pretty as being **handsome, beautiful, grand, magnificent, lovely, charming** or **elegant**.

You should study the meaning of each word, and endeavor to use it correctly.

"This is a gorgeous-looking apple, but it is awful sour."

Think of the meaning of this sentence.

"What a frightful-looking girl!"

"Isn't she horrible? How hateful she looks!"

"O, I think she is dreadful!"

Study the meaning of each sentence.

Do not apply the word **awful**, **hateful**, **dreadful**, **horrible** or **frightful** to anything simply because you do not like it.

In talking say just what you mean. Do not try to make things appear better or worse than they are.

Lesson LXXVII.

Shall and Will.

"I shall be promoted" means *I am to be promoted some time in the future.*

"I will be promoted" means *I am determined to be promoted.*

"I shall write a letter to-day" means *I intend to write a letter to-day.*

"I will write a letter to-day" means *I promise to write a letter to-day*, or, *I am determined to write a letter to-day.*

"We shall see him to-morrow" means *We intend to see him to-morrow.*

"We will see him to-morrow" means *We promise to see him to-morrow.*

In the above sentences notice that when future time alone is meant **shall** is used with the pronouns **I** and **we**.

When a promise is made or a resolution is expressed, **will** is used with the words **I** and **we**.

Write and learn :

Laws: Use **shall** with the words **I** and **we** to express *future time.*

Use **will** with the words **I** and **we** to express *a determination or a promise.*

"He will be promoted" means *He is to be promoted some time in the future.*

"He shall be promoted" shows that a promise is made, or a resolution is formed, to promote him.

"You will do your work to-day" means *You intend to do your work to-day*, or, *You are to do your work to-day.*

"You shall do your work" means *You must do your work.*

"She will see him to-morrow" means *She intends to see him to-morrow.*

"She shall see him to-morrow" shows that a promise has been made for her to see him to-morrow.

"They will come next week" shows what is to take place, and that it is the intention of the persons to come.

In the above sentences, when future time alone is meant, **will** is used with the words **you, she, he, they** or with a noun.

When a promise is made or a resolution is expressed, **shall** is used with the words **you, she, he, they** or with a noun.

Write and learn :

Laws: **Will** is used with the pronouns **you, he, she, they** or with a noun to express *future time.*

Shall is used with the pronouns **you, he, she, they** or with a noun to express *a determination or a promise.*

Define the words **shall** and **will** in the following sentences, and in each case tell how the word is used :

"I shall be a teacher," said little Mary. Frank will be a doctor when he is a man.

He shall do as you said before he goes home. We will do as you say. You shall go to school to-morrow. I will go the party. They will come next

week, and Frank shall visit you when he returns. Anna will return to-morrow. If you do not help me, I shall fall.

"Shall I show you my work?" means *Do you wish me to show you my work?*

"Shall we collect the pencils?" means *Do you wish us to collect the pencils?*

"Will you go to-morrow?" means *Do you intend to go to-morrow?*

"Will they do as you wish?" means *Do they intend to do as you wish?*

"Will Ann go to school?" means *Does Ann intend to go to school?*

"Will she come to-morrow?" means *Does she intend to come to-morrow?*

"Will he write before next week?" means *Does he intend to write before next week?*

Write and learn :

Laws: **Shall** is used with the words **I** and **we** in *questions*.

Will is used with the pronouns **you, he, she, they** or with a noun in *questions*.

Fill each blank with **shall** or **will** :

1. He ____ drown; nobody ____ help him.
2. I think I ____ find him at home.
3. He ____ never see her again.
4. You say that you ____ be happy to see her.

Should is the past form of **shall**. In using the word **should**, be governed by the laws that apply to **shall**.

Would is the past form of **will**. In using the word **would**, be governed by the laws that apply to **will**.

Lesson LXXVIII.

How to Write a Letter.

You have been learning to talk. It is hoped you have learned not only to make correct sentences, but also to think carefully and methodically about what you talk.

If you use method in seeing and in thinking, and in arranging the thoughts which you express, and if you use correct language in expressing these thoughts, you will be easily understood, and those to whom you talk will be interested in what you say.

You frequently wish to say something to an absent friend or relative. You can do this by writing a letter.

It is not expected that you will write any better than you talk. Your letter will be interesting if you write as you talk.

There are certain shortened forms for beginning, closing and directing letters which you must learn. These forms are used to save space.

A person who receives a letter wishes to know where and when the letter was written.

To state this in the ordinary way of talking, something like the following would be said :

*I write in the city of Aurora in
Illinois on the 6th day of May in
the year 1882.*

All this can be expressed just as well in fewer words, if the words are placed where we are accustomed to look for them.

A shortened expression is,

*Aurora in Illinois on May 6th
in 1882.*

This may be further shortened by omitting the relation words and using commas in their places; as,

Aurora, Illinois, May 6, 1882.

This should be placed on the two upper lines at the right-hand side of the page, as follows:

*Aurora, Illinois,
May 6, 1882.*

This is called the heading and the date of a letter.

*This letter is written at 26 Temple
Place in the city of Boston in Massa-
chusetts on the 5th day of July in the
year 1882.*

Shortened form:

*26 Temple Place, Boston, Mass.,
July 5, 1882.*

Where was the foregoing letter written, and when was it dated? What is the use of the commas? the periods?

Notice that the number of the house and the name of the street are given. This is necessary in large cities, because the mail is delivered at the houses by a carrier or postman.

What part of the heading and date is written in figures?

Abbreviate and arrange properly on the page the following:

I write in Westmore in Orleans County in Vermont on the 4th day of August in the year 1882.

This letter is written at 303 Washington Street in the city of Brooklyn in New York on the 8th day of September in the year 1882.

This letter is written in the city of Madison in Wisconsin on the 20th day of December in the year 1882.

You always address a friend to whom you speak as Father, John, Stella, Mr. Allen, etc.

The address in a letter is more formal; as,

My Dear Father: Dear Stella:

*Friend John: Mr. G. F. Allen,
Dear Sir:*

Notice carefully the capitalization and punctuation of the foregoing addresses.

Chicago, Ill., May 23, 1882,
Messrs. Cowperthwait & Co.,
Philadelphia:

Jacksonville, Fla.,
Feb. 10, 1882.

Dear Cora:

Brook Hill, Mass.,
Nov. 15, 1882.

Dear Frank:

Where on the page should the address be written?

The one who receives the letter desires to know who wrote it, and the writer's name must be signed. This is called the signature.

The closing of the letter will depend upon your relationship to, or intimacy with, the person to whom you write; as,

Your loving niece,	Yours sincerely,
Sarah Smith.	J. W. Folders

Very cordially,	Respectfully,
W. H. Thomas.	Nettie Chase.

Notice carefully the capitalization and punctuation of the foregoing conclusions.

*Miss Laura R. Gibson,
Westmore,
Orleans County,
Vermont.*

*Messrs. Cowperthwait & Co. .
628 Chestnut Street,
Philadelphia.
Pa.*

Study the address of each of the above envelopes.

What should be written on an envelope?

Where and how should each part of the address be written?

How should each part be capitalized and punctuated?

Where should the stamp be placed?

Now we will write to a friend and tell about a sail we had to-day.

Jackson, Fla., Feb. 10, 1882.

Dear Cora:

Would you like to have me tell you of a pleasant sail I had to-day on Brother Ned's raft?

About two o'clock this afternoon I went down to the river, and there I found Ned sailing on a raft, which he had made of rough boards. As soon as he saw me he pushed the raft to the shore and asked me to take a sail with him.

Ned placed a plank from the raft to the land. He stood on the raft and balanced it with a long pole which he held in his left hand. As I stepped

on the plank it began to move up and down, and I think I should have fallen if Ned had not taken hold of my hand and helped me as I walked carefully along the plank.

We crossed to the other side of the river, where we found some pond-lilies; but we did not stay long, because Father wanted Ned to go to the post-office.

I was afraid the raft would tip over; so when Ned pushed it to the shore, I jumped to the land before he could get the plank ready.

I wish you had been here to enjoy the sail with us.

Please write very soon.

Your friend,

Celia Hatch.

Where and when was the foregoing letter written? To whom was it addressed? Who signed the letter?

The following picture suggested the thought for the foregoing letter.

Note the questions and the order in which they are made, then study the letter and note the order in which the thoughts are arranged.

Note also the paragraphing of the questions and of the letter.



Ask your friend if she would like to hear about the sail you had to-day.

When did you go to the river? Whom did you find there? How was he amusing himself? When did he come to the shore, and why?

Where did he put a plank, and why? Where did he stand?

How did he keep the raft in place?

What happened as you stepped upon the plank? Who assisted you?

Where did you go? What did you find? Why did you return so soon?

Of what were you afraid? How did you get to the shore again?



Imagine yourself either the boy or the girl, and then write a letter to your grandma and give her an account of your visit with your cousin _____, as suggested by the picture above.



Imagine yourself either the boy or the girl, and then write a letter to your uncle and give him an account of the bonfire that you and your friend built, as suggested by the picture above.



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